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Commission on Secondary (Including Industrial and Technical) Education.

MINUTES OF EVIDENCE

TAKEN BEFORE A

Commission appointed December 2nd 1895, by His Excellency the Right Honourable Sir J. West Ridgeway, K.C.B., K.C.S.I., late Lieut.-Governor, to inquire as to Secondary (including Industrial and Technical) Education in the Isle of Man, to which is added

EVIDENCE IN THE FORM OF A REPORT,

FROM THE

Elementary School Teachers of the Island

IN CONNECTION THEREWITH.

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Brown & Sons, Limited, Printers, Douglas.

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NOTES.

Where questions are not numbered, the replies are part of the answer to the immediately preceding numbered question.

Where numbers appear attached to part of an answer, the information applies to matter not asked for in the question.

General remarks by the members of the Commission are not numbered.

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COMMISSION ON SECONDARY EDUCATION.

MINUTES OF EVIDENCE.

FIRST DAY.—Douglas, Thursday, May 21st, 1896.

The Commission appointed by the late Governor (Sir West Ridgeway) to consider the question of secondary and technical education in the Isle of Man, met at the Government Buildings, Douglas, to-day. The members of the commission present were the Lord Bishop (Dr. Straton), chairman; Rev. F. B. Walters, M.A. (Principal of King William's College), Mr A. W. Moore, H.K., Mr J. R. Cowell, H.K., Mr G. Drinkwater, J.P., Mr G. A. Ring (Chairman of the Douglas School Committee), and Mr J. W. Rymer, B.A. (head-master of the Higher Grade School). A number of teachers from different parts of the Island were also present, as well as others interested in education, among them being Canon Moore, Canon Clarke, Rev. E. B. Savage, Mr E. T. Shepherd, Mr W. Potts, Mr L. L. Vulliamy, Mr J. Taylor, Capt. Reddicliffe, Mr G. Preston (Laxey), Mr T. Hudson, Mr Edmund Kerruish (Laxey), Mr R. J. Clague (Douglas), Mr P. Cadman, Mr T. Grindley, Mr E. Fennah, Mr A. J. Ridge, Mr D. M. Robertson, Mr W. Whittaker, Mr J. E. Leece, and Mr W. M. Kerruish.

The Chairman, in opening the proceedings, said: This is a meeting of the Commissioners appointed by the late Lieut.-Governor, to inquire into secondary education, and we are holding this meeting for the purpose of taking evidence. In the first place, we are going to take the evidence of certain teachers who have been summoned here to-day; and, in the second place, we are going to take the evidence of more general witnesses. It may be for the convenience of those present if I emphasise the point that we propose to take the teachers first. It is impossible to say how long that will take exactly, but the general witnesses will not be actually required before luncheon. I dare say, however, their presence will be very satisfactory to them as it is to us. We propose to take the evidence, first, of Mr Shepherd, of Castletown. I may say, generally, it is not the intention of the Commissioners to administer the oath to any of the witnesses, unless in any particular case it should seem essential to do so. We have got so full a report from the Teachers' Association, that I think we shall be able to curtail, to a considerable extent, the questions which it would otherwise be necessary to put to the teachers to-day.

MR E. T. SHEPHERD'S EVIDENCE.

Mr E. T. Shepherd was called.

1.—The Chairman: I should like to ask you a few questions, in the first place, with regard to the report which has been sent in to the Commission. I think you are here as Secretary of the Teachers' Association, which has given us a report dealing with the question in hand? I want to ask a question, in the first place, with regard to technical and higher education. I am sorry to see from the report that you have sent to us, that you are not of opinion that there is a very general demand in the Island for technical education?

Witness: Do you expect me to answer that question with respect to my own district—Castletown and the South?

The Chairman: I think you might speak generally to begin with.

Witness: It seems to the teachers to be a very difficult matter to get an expression of opinion at all on this subject. In many cases inquiries have been made by letter to the parents of the children attending the elementary schools. In the first instance, on receipt of the form sent to the several Committees of the Isle of Man, I sent out the question from my own school, asking the parents if they desired a higher education than was given in the elementary schools. Most of the replies came in that they were satisfied. Many of the teachers received the same replies—that they were quite satisfied with the education given. The teachers themselves—at any rate those outside Douglas—are *not* satisfied with the education given. But the education that is given to-day in elementary schools far exceeds what was formerly given.

2.—The Chairman: I would ask you generally—do you think the parents understand what we mean, when we speak of "technical education?"

Witness: I think there is a great deal of haziness on that question. In my own district

and others, we tried to get a meeting of the parents summoned by the Town Crier. There was very little response. They do not take any interest in it. If technical education is carried out at all, it will have to be done *for* them, I am afraid. In time, I believe, they really will be moulded as we like.

3.—The CHAIRMAN: Does not the existence of a Higher Grade School in Douglas afford information as to the kind of instruction given in higher grade schools?

Witness: On that point, as I have stated, it would be probably understood by the parents that such was the education meant. From various parts of the Island there are children who go to the Higher Grade School in Douglas, but of course the Higher Grade School is hardly advantageous on account of the distance. If they go there from Port St. Mary or Port Erin, they have to leave home at 7-15 in the morning, and return at about half-past six in the evening. It is such a waste of time, and such an expense to go to the Higher Grade School, that very few will go to it.

4.—The CHAIRMAN: Will the information spread throughout the Island from Douglas as to the education in the Higher Grade School?

Witness: I think it is not known to the parents generally.

5.—The CHAIRMAN: Is it known that the fees charged in the Higher Grade School are not high?

Witness: Perhaps. On receiving a letter from the secretary of the Commissioners, asking that the teachers should gain information, I, acting on my own responsibility, sent out letters to the following effect:—"If a higher grade school, or department, were established in Castletown, would you be willing to send your son to such department or school? The subjects taught might be mathematics, science (*e.g.*, navigation, agriculture), wood-work, shorthand, type-writing, book-keeping, drawing, and music. If so, what fee would you be prepared to pay? If an evening continuation school were established, how many of your sons would attend, and what fee would they be able to pay?" Out of fifty letters that I sent out, I received from 30 to 35 favourable replies. When I sent out simply the question—did they desire higher education?—they had not any idea what I meant; I only received seven or eight replies. When I defined the term, the answers were more numerous and more favourable.

6.—The CHAIRMAN: Those letters were sent to the parents of boys who were in the School?

Witness: Yes.

7.—The CHAIRMAN: If information of a popular character were spread throughout the Island with regard to the meaning of technical education, do you think the desire for it, which at present you say is low, with regard to this matter, would increase?

Witness: I think it would be increased, though when I come to the last point—the question of fees—I find it mostly a matter of money.

8.—The CHAIRMAN: Do they say what fees they would be willing to give?

Witness: Yes, they do. The fees named range from 2d per week to a shilling, but on an average they are from 4d to 6d per week. If we charge a higher fee it would not be well supported—at any rate, not in the south.

9.—The CHAIRMAN: What age would these children be?

Witness: From 12 to 14 years.

10.—The CHAIRMAN: Was any information given in the letter as to the age up to which these parents would be willing to keep their children at school?

Witness: I did not get the information definitely. I spoke to the boys on the subject, and gave them as far as I could an idea of the thing. I told them it would not necessitate them leaving at 14, or at any age—they might stay on as long as their parents could afford.

11.—Mr RING: The point is not what age they *might* go to, but to what age would the parents be willing to keep their children from work and pay for their education too?

Witness: I do not think there would be many kept at school above 15, at present.

12.—Mr RING: What would you say, as a teacher, should be the limit of age for giving anything like secondary education?

Witness: You mean by means of a Higher Grade School? They would require to go up to 16 or 17.

13.—Mr RING: You must have the three or four years' course?

Witness: Yes.

Mr RING: The minimum age would be 16.

Witness: I do not think many parents could afford to keep their children to that age.

14.—Mr RING: Would you think it of any practical value to attempt it, if you could not get children for a three years' course, after passing the sixth standard?

Witness: Many boys pass int the sixth standard at 12 years of age. They are bound to keep them till 14, and most of the schools outside Douglas do not give any scientific instruction at all.

15.—The CHAIRMAN: The question has been put—does this Commission allow the appearance of the public? I presume that means, do we allow their attendance in this room? If it does mean that, I say—certainly, this is a public inquiry. (To the witness): I asked you if any means could be taken for affording popular information as to the object of secondary education. Could you suggest any means for doing so?

Witness: I think, perhaps, letters to the papers would be a very good means of giving information to the people.

16.—The CHAIRMAN: I suppose, answering my question generally, you would say, through the Press?

Witness: I think so.

17.—The Rev. F. B. WALTERS: I should like to ask you what you mean yourself by secondary education, and what you expect these children to get from it? Is it your idea that these boys should go in for technical subjects, or that they should be better equipped in regard to their general education? We might try and give these boys a higher grade education for three years, and turn them out into a different kind of life — make clerks of them instead of labourers, and so forth; or, on the other hand,

we might wish to give them some little additional education on the literary side, which would help them to be a little more cultivated in the lives they have to lead. What kind of benefit do you intend they should get from this secondary education?

Witness: It is not a very easy question. I have taken as the basis of my report and inquiries—what desire is there for higher education than is given in elementary schools? In the country districts, the pupils in the elementary schools do not get an elementary education equal to that which is given in Douglas, or in the big towns in England. Therefore, the education that would be secondary in these schools would not be considered secondary in a large town. Education is not only necessary to make our boys better equipped for their pursuits in later life, but also to give them an *education* in the ordinary sense of that word. I think there is a great desire on the part of parents that their children should be better equipped for their trades.

18.—The Rev. F. B. WALTERS: You think they care more for the technical side?

Witness: Yes.

19.—The CHAIRMAN: Passing on to page 2 of the Teachers' Report, I observe you make a remark about the districts into which you think the Island should be divided for the purpose of secondary education. It seems to me that the Teachers' Association entirely agree with the Commissioners so far as they have gone in saying that there ought to be four centres for technical education?

Witness: Yes. First, Douglas, including Laxey; second, Peel; third, Ramsey; fourth, Castletown. We think that is the easiest way of dividing the Island.

20.—The CHAIRMAN: Coming to the next remark you made, with respect to the impossibility of using the existing day schools for secondary education purposes, I presume you mean we could not use the present staff, or teach secondary education in the hours at present assigned to elementary education?

Witness: In many cases the buildings could hardly be utilised. If there is only one room, you would need at least a class room.

21.—The CHAIRMAN: But that is an unusual case?

Witness: I think it is a very ordinary state of things.

22.—Mr RING: Most ordinary; but is it not only a matter of constructing a sliding screen, in order to divide many of these large rooms?

Witness: A large number of them could be divided.

23.—Mr RING: At small cost?

Witness: I think that rather presumes that the numbers would be the same. At present the room only accommodates the children who are already in it. If we give higher-grade education we should require larger accommodation.

24.—The CHAIRMAN: I presume that remark must be added to what you have said in your report. You say we could not bring secondary education into the day-schools, owing, first, to the elementary school curriculum being overcrowded; and, secondly, to the inadequate staff to take up the subject?

Witness: Those would be the chief objections.

25.—The CHAIRMAN: But you also raise an objection with regard to the construction of the buildings?

Witness: In most of the present buildings, at any rate in the south of the Island, I think it would be almost impossible to give the secondary education that is contemplated.

26.—The CHAIRMAN: Does your remark also apply to the evening continuation classes?

Witness: Oh, no. I think the school buildings would be valuable for evening continuation classes. But in case of day-schools, I think they would need alteration, however, if not enlargement.

27.—The CHAIRMAN: Are the Commissioners to understand you are simply referring to the schools you know of, which are situated in the south of the Island?

Witness: Yes.

28.—Mr RING: I do not think the object of the Commission, in asking for information on that head, was to limit the matter down to existing circumstances. I look upon it in a much broader way—namely, whether by expenditure—either in adding a class-room, or in increasing the staff, it would be practicable to add a secondary branch to the ordinary elementary school, in lieu of establishing an independent centre for secondary education in the district. I should like to know whether you consider that is impracticable?

Witness: In the last communication I had from the secretary of the Commission, that was one of the points—could the elementary schools be utilised for this purpose, and what additions to staff and rooms would be required to give such education.

29.—Mr RING: Supposing, for instance, in any district, owing to the population being scattered, it was found impossible to get the children up to the Higher Grade School, or to an establishment anything like a Higher Grade School—would it be a feasible scheme, by an additional outlay either on staff, or buildings, or otherwise, to raise the standard of education in the elementary schools—to give it a "secondary fringe," if I may use the expression—by encouraging the seventh and ex-seventh standard pupils, and so on?

Witness: I think I see your point. In the Castletown boys' school, which is a new school, I think it could be managed; but I do not think it could be managed in other schools as they exist at present. As to any additions which might be made to fit them for the desired purpose, the numbers do not warrant us in giving an opinion.

30.—Mr RING: Supposing, as you say, you got 35 favourable replies out of 50—70 per cent—in a district where you had not a building as good as Castletown, would you consider it advisable to provide for that demand for a higher education by spending money, in connection with the existing elementary schools, for building, staff, or apparatus?

Witness: Yes; I think so.

31.—The Rev. F. B. WALTERS: I do not quite understand that first objection to using

the existing day schools. When you refer to the already crowded state of the elementary schools' curriculum—you mean you could not put secondary education on top of the other?

Witness: Not with the same teachers.

32.—The Rev. F. B. WALTERS: Then it is really included in the second objection—the inadequacy of the staff and the buildings?

Witness: Yes.

33.—The Rev. F. B. WALTERS: If those points were attended to, then you could do it?

Witness: Yes; we could do it then.

34.—The Rev. F. B. WALTERS: And you could have both higher and elementary education going on together?

Witness: Yes.

35.—The CHAIRMAN: With regard to peripatetic teachers—a subject to which you also refer in this report, I see you disapprove of them generally, but you make an exception in respect of teachers of cookery—you say they might be peripatetic. Do you mean to say that you might not have agricultural instruction and instruction in navigation given by peripatetic teachers? (No answer.) If you had the building enlarged, and made suitable for every subject in which they might give instruction—you would not object to them?

Witness: I think if we had the buildings enlarged, and the staff increased also, we could combine in the members of the staff teachers able to give the necessary instruction. Members of the staff might teach most of the subjects.

36.—The CHAIRMAN: I think I am right in saying that cookery is now taught in elementary schools?

Witness: No; in Douglas only. Douglas is, so far, in advance of the country districts.

37.—The CHAIRMAN: Cookery is taught in the elementary schools in Douglas?

Witness: Yes. Elementary Education generally is backward in the Isle of Man.

Mr RING: It is a subject in all the Board Schools in Douglas. There are more than 300 girls in the town receiving instruction in cookery.

Witness: The difficulty in the outside districts is that they have not got money to work on. Committees are not willing to spend money on education.

Mr RING: As a matter of fact the teaching of cookery nearly pays with the present grant.

38.—The Rev. F. B. WALTERS: You consider there are other objections to peripatetic teachers. May I ask what the other objections are?

Witness: In many cases, we have had some practice with peripatetic teachers coming into the school. They give a lecture once a week, or a course of lectures in the season—13 or so. We find much of the work has to be re-done by the teachers themselves in the school hours. It is the teachers who have to bear the burden of the work. They would prefer to combine in their own staff teachers able to teach these subjects. If they could not do so, of course they would have to have peripatetic teachers coming in.

39.—Mr RING: You mean it would be preferable to have a permanent teacher, instead of a peripatetic teacher?

Witness: Yes.

40.—Mr RING: I think we would agree with that. There is no other objection—is there?

Witness: No.

41.—The CHAIRMAN: Now we come to page 3 of the report. You speak to us of evening continuation schools, and leave the Commission to take the view that, in your opinion, evening continuation schools are the chief means to which we must look for giving secondary education in the country districts?

Witness: Yes, I think so—especially in the country districts. Most of the children who would be able to take up this education would really have to go to work as soon as they were able to make themselves useful. Evening continuation schools would be the means to take them to any age whatever. Most of the parents want their children to go out and earn as much as possible when they have reached the age of 14.

42.—The CHAIRMAN: Your curriculum in the public elementary schools is already so full, and the buildings so inadequate, and the staff so small, that you think it is hopeless to get any secondary subjects taught in the present public elementary schools, and that your hope is evening continuation classes?

Witness: Under present conditions, we suggest that that would be the case; but if we could have extra class-rooms, and extra staff, then the work could be done. But, without that, continuation schools would have to be left to bear the brunt.

43.—The CHAIRMAN: Have you come to any conclusion whether it would be desirable, with extra staff and buildings, to undertake secondary education in school hours, or in evening continuation classes?

Witness: I think if we could take both means it would be desirable. If we could take the boys that have passed standard six, they might stay two years, or even three years, and we could give them a little higher education in the elementary schools; and those boys who had passed their standards, or attained the age of 14, and whose parents wanted them to go to work, would be able to take advantage of the evening continuation schools.

44.—Mr GEO. DRINKWATER: Suppose you limit it to evening continuation schools—to what ages would you limit the instruction?

Witness: It is not limited at all.

45.—Mr GEO. DRINKWATER: Assuming that it is unlimited, would you find room for different ages going on at the same time?

Witness: Probably you could not have more than three or four classes going, the same as you have in the day-schools at present. I think it would be equally practicable to take several classes in the evening continuation schools.

46.—Mr G. DRINKWATER: Would you consider the education more suitable for children just leaving the elementary schools, or would you give education to older people?

Witness: Well, part of the education is suitable for children who are just on the eve of leaving school; a great part of it would be useful to children who have left. For instance, take girls who have left—it would be very useful to teach these girls cookery and domestic economy, which they have not learned at the day-schools in days gone by.

47.—Mr G. DRINKWATER: Supposing you teach a literary education, that is one thing; but supposing you are going to instruct people in the country in agricultural pursuits, that is a totally different branch. I rather doubt whether you would get children who are leaving school to attend to agricultural matters. The age when they would be likely to attend most earnestly would be about 18, perhaps.

Witness: That would be the age for them to attend, as regards the technical part of agriculture.

48.—Mr G. DRINKWATER: Do you think you could manage to continue elementary education, and also to give technical education at the same time, in the same rooms?

Witness: We might vary in our ideas of technical education. There could not be any wood-working.

49.—The CHAIRMAN: There is a paragraph on page 3 of the report, with regard to evening continuation schools:—"The teachers suggest that continuation schools should be opened to all day scholars who have passed Standard 6, and to all others, of whatever age, on payment of a small fee." Does not that condition stultify the other?

50.—Mr RING: Does not the new Code make it wider?

Witness: Yes.

51.—Mr RING: Do the teachers intend to make this more exclusive than the Code does If Standard 5 is the standard named by the Code—you don't want it to be less comprehensive?

Witness: No; I do not want to make it less comprehensive.

52.—Mr RING (to witness): Talking about evening continuation classes, do you think that, having regard to the distance of the children's homes in the country, from the schools, the night schools are likely to be a success?

Witness: The distances would certainly militate against the system; but yet in the four towns I think evening continuation schools could be established, but not in every school district.

53.—Mr RING: Still they might be very generally applied in the country?

Witness: Yes.

54.—The Rev F. B. WALTERS: Do you consider that the teachers in the elementary schools are able to undertake the work of the evening continuation schools, considering what the day's work is?

Witness: It would be difficult, especially in the Isle of Man, to find men outside the teaching profession who are able to teach scholars. Teaching itself requires practice, and we are supposed to be trained to our profession. I do not think the schools would be quite as successful, unless they were taught by trained teachers. If it would be for the benefit of the children themselves, I believe the teachers would be willing to take up the evening schools. If we had an expert staff in our day schools, of sufficient strength, that would be the best plan.

55.—The Rev F. B. WALTERS: But the present staff would find it hard?

Witness: Yes, the present staff would find it very hard. Though, in Castletown, I expect I shall have to do it myself.

The Rev. F. B. WALTERS: I know it is a hard day's work.

Witness: There would be very few people willing to undertake it.

56.—The Rev. F. B. WALTERS: But all points to the need of an increased staff?

Witness: Yes, that is the great difficulty.

The CHAIRMAN: On page 4 of your report, you say that, as a body, you do not advocate an elaborate or finished scheme at present, but an embryo which would develop itself into an elaborate system, the teachers being of opinion that it will be some little time before the majority of the public will give any scheme of secondary education its decided support, and they think that the starting of a Higher Grade School in each town would probably meet the case at present.

Witness: I think that is a very good summary of the views of the teachers.

57.—The CHAIRMAN: According to that, what you seem to want is a Higher Grade School in Castletown?

Witness: The numbers do not warrant us to recommend the scheme of establishing a Higher Grade School, but a department might be worked. There might be forty or fifty pupils, which would not be enough for a Higher Grade School, though it might put a higher grade top to an elementary school.

58.—Mr RING: In Castletown you have the College, where provision might be made. It is only a matter of arranging the fees, and so on. Supposing arrangements could be made with the Trustees, would not that be the best way to deal with Castletown?

Witness: The lowest fee charged to pupils at the College is eight guineas. The fees would be a very serious matter. Very few parents would give higher than 10s. per term, There is a great difference. The great desire seems to be for the technical part of education. I do not know that the College is chiefly technical; it is rather literary, though it has a technical side.

The CHAIRMAN: I think we must not go into the requirements of Castletown in detail to-day. We shall be going to Ramsey, Peel, and Castletown. Personally, I do not think I have anything more to ask Mr Shepherd, but other members may have.

59.—Mr RING (to witness): In this report, you recommend a Higher Grade School in each of the towns. I suppose the same remarks will apply to all the towns—it is a matter of whether or not it will be supported?

Witness: Yes; that is the great matter. In regard to providing funds, I found that people were very unwilling that they should be taken out of local rates. I found a great objection to pay more rates for education.

60.—Mr RING: But you said there was some willingness to pay additional fees?

Witness: There are some who are willing to pay additional fees.

61.—Mr RING: They would not mind if they were assisted by rates?

Witness: They do not seem to like the idea of putting anything further on the rates. There is a sixpenny rate in Castletown already. The teachers feel that it should be done from the Insular Revenue. (Laughter).

62.—Mr G. DRINKWATER: Do they realise that it is practically the same thing?

Witness: I do not think so.

63.—Mr RYMER: Do you think that in a school of your size one separate certificated teacher for standards 7 and ex-7 would be able to give a secondary education that would be appreciated, and that would meet the case in one of the smaller towns?

Witness: In many cases he would. We could get a certificated teacher who would be qualified to take up many subjects. In our own schools some of our own teachers have taken degrees, and have passed examinations of various descriptions, and are able themselves to take these extra subjects. If we had a teacher who was able to take up some of these subjects, then I think we could do a great deal towards providing technical education in our day-schools.

64.—Mr RING: You mean that you could take a more technical side?

Witness: In some cases we could.

65.—Mr RING: I mean that you could go on with manual instruction, besides the other curriculum?

Witness: Many of the teachers could take manual instruction. One lady in the south is qualified to take cookery.

66.—Mr G. DRINKWATER: I want to ask a few questions about finance. Have you considered the cost of a Higher Grade School in each town?

Witness: I do not think we have considered that matter.

67.—Mr G. DRINKWATER: As long as it comes out of the Insular Revenue, I suppose they would not care what it would cost?

Witness: I do not think people would mind so much, but they do object to the rates being increased. They think they are heavy enough.

68.—Mr G. DRINKWATER: Would it be possible to get higher fees from pupils attending the Higher Grade School, so as to make it self-supporting?

Witness: I am not quite able to answer that question. I do not know that it would be self-supporting.

69.—Mr G. DRINKWATER: Would it be practicable to develop a scheme by which the children of poorer persons in the elementary schools might be helped by scholarships to the Higher Grade School, or a technical school?

Witness: I think that would be a very good means—to give scholarships from the elementary schools to the Higher Grade School, or to the Higher Grade Department, if children whose parents were unable to afford it were helped to afford it.

70.—Mr G. DRINKWATER: What I am asking is, whether you think it possible to induce parents sending their children to the Higher Grade Schools, to pay sufficient to support them—except in the case of poorer children, who would have scholarships?

Witness: The average fee is about sixpence per week, and that would not support them.

71.—Mr G. DRINKWATER: Would you limit the scholarships to poor persons, or would you leave them to open competition?

Witness: In many cases I think there would be no limitations; but the scholarships would go to a number of tried youths coming from the Board Schools. If it were left perfectly open, it would be wise.

72.—Mr G. DRINKWATER: You suggest that there should be an engineering school in Douglas—would that be in addition to the present Higher Grade School?

Witness: Yes.

Mr RING: There is nothing of the kind in the Higher Grade School at all.

Witness: I think it would be a separate building altogether.

This concluded the examination of Mr Shepherd.

MR WILLIAM POTTS' EVIDENCE.

73.—The CHAIRMAN: Perhaps it would be the most convenient plan if I were just to enumerate the five chief points on which Mr Shepherd has given evidence to us, and ask Mr Potts if, in any respect, he wishes to add to or vary from what Mr Shepherd has said, and then take him more generally. In the first instance, it seems to me that we have been inquiring as to the demand for higher education on the part of the parents, and the fees they would be willing to pay; secondly, as to the possibility of utilising the existing elementary school buildings for secondary education, or introducing secondary education into the present curriculum; thirdly, the advisability of employing peripatetic teachers; fourthly, scholarships; and, lastly, the summary of the report which is given on page 4. You are the head master of the Cloth Workers School, Peel?

Witness: I am.

74.—The CHAIRMAN: Have you anything to add to what Mr Shepherd has said with reference to the demand of parents, and their willingness to pay fees?

Witness: I do not think there is any demand whatever, in the country districts, and only a little in Peel.

75.—The CHAIRMAN: That rather varies from the report you have sent in. Out of 50 inquiries made, I think you said 35 were favourable.

Witness: I am using the word "demand" perhaps in a more literal sense. Until the question had been put before the parents, I do not think the teachers had been approached on the subject. The initiation of the movement came from the Commissioners, and not from the parents. I have heard desires expressed since, but there is nothing like a demand.

76.—The CHAIRMAN: Are you of the same opinion as Mr Shepherd, that if the subject was brought before them, and explained to them more fully, the demand would increase?

Witness: I think it would.

77.—The CHAIRMAN: Can you suggest any means of doing that?

Witness: I would suggest keeping the matter before the public through the Press, and also getting good speakers and enthusiastic men to go throughout the Island several times during the next winter, and try to

create that public opinion which does not exist at present.

78.—The CHAIRMAN: What is your opinion with respect to the willingness to pay fees? I suppose it is governed by the matter we have been discussing. If there is no demand, there would be no willingness to pay fees?

Witness: No.

79.—The CHAIRMAN: You think that might be created if information were disseminated?

Witness: Very few people would pay a fee exceeding sixpence per week.

80.—The CHAIRMAN: In Douglas, I find the fee is one shilling per week, which includes stationery, &c. The school seems to be very popular?

Witness: You have a large population and a class of people to draw upon, which we have not in Peel; the bulk of our people are very poor. Besides, they have not been accustomed, in years gone by, to pay large fees. You have the habits of the people to take into account, and the fee they used to pay was 2s 6d per quarter. In most of the replies sent in, 2s 6d or 2s per quarter was the sum mentioned that they were willing to pay. Some said 10s per quarter, and in one case £1 per quarter, and books in addition.

81.—Mr J. R. COWELL: What questions did you put to them?

Witness: I put questions similar to those Mr Shepherd put. I put the question in this form—"Do you desire for your children any higher education than that they already receive in this school, such education to include"—and then I mentioned the technical subjects.

82.—Mr J. R. COWELL: Was that in writing?

Witness: In writing. Every child in school copied this down from the blackboard. I explained it, and I found there was a good deal of misunderstanding as to what was meant.

83.—Mr J. R. COWELL: Supposing your question had been put with this addition—"such secondary education to cost one shilling a week"—what would have been the effect?

Witness: You would have had very few favourable answers. I do not think you would have five per cent.

84.—The CHAIRMAN: With respect to the utilising of existing buildings, on which Mr Shepherd gave evidence—are you of the same opinion as he is, as to the buildings being unsuitable in their structure for giving secondary education, and also as to the difficulty of introducing it into the present curriculum?

Witness: I think for technical education, where the children are *doing* something, that the present buildings are entirely unsuitable, but that for the teaching of other secondary subjects, such as book-keeping, &c., by making partitions, by making class-rooms, or by enlarging existing class-rooms, the buildings might be further utilised. I think I refer in my report to the alterations which would be necessary in the schools in our district.

85.—The CHAIRMAN: You agree that under such circumstances the staff should be increased?

Witness: Most decidedly. Speaking as one who has had slight experience in schools where peripatetic teaching has been adopted, I do not think the regular staff, as a rule, welcome the appointment of peripatetic teachers. I think it was found that the head teacher was held responsible for the work that had to be done. If the work is badly done, if the peripatetic teacher or lecturer does not do the work in a way to produce satisfactory results, the onus falls on the teacher. Those good results must be produced, if the teacher's honour is to be safeguarded.

86.—The CHAIRMAN: I can well understand that it might be desirable to teach a subject, not every day, but three times a week. A teacher might belong to the staff of the school in question, and also to the staff of other schools. His time would be distributed between two or three schools. I think that would do away with any friction which might exist between the head teacher and the peripatetic teacher.

Witness: I do not anticipate friction. I do not think the teachers have any prejudice against the appointment of peripatetic teachers, but they would much rather have the instruction given by the staff.

87.—Mr RING: Is not a peripatetic teacher on the staff during the time he is giving his lessons?

Witness: Yes.

88.—Mr RING: And under the orders of the head teacher?

Witness: He ought to be.

Mr RING: It is only a matter whether he is on the staff permanently or *pro tempore*.

89.—The CHAIRMAN: Do you agree with Mr Shepherd, as to the evening continuation schools being a solution of the difficulty?

Witness: I agree in the main. I should like to press the point that evening continuation schools should be open to the class of children actually in attendance at the day schools. After having passed standard six, if they wish to take up wood-work, or cooking, and have not advantages in the day schools for the purpose, I should like to see those lads and girls allowed to attend the evening classes.

90.—The CHAIRMAN: The report expresses your view—that all children now in the school who have passed the sixth standard should have free access, and that scholars who have left the schools should also have access to it.

Witness: Yes, that is my view.

91.—The CHAIRMAN: Then, of course, you concur exactly with the report. Passing to the summary of the Teachers' Association's report—do you agree with what they have said, that they would not recommend an elaborate or finished scheme, but an embryo which would develop itself?

Witness: I should agree with that. I am strongly of opinion that these higher grade schools should not be conducted as organised science schools. I think something more modest would meet the purpose. I am referring more to the curriculum, which requires expensive apparatus to work, and needs a very large staff. Something more modest would meet the present needs.

92.—Mr RING: You mean there would be science classes, but not an organised science school?

Witness: Yes.

Mr RING: It involves a regular course which requires laboratories and apparatus.

93.—The Rev F. B. WALTERS: You think an improvement in the staff of the present schools would be most advantageous?

Witness: I think that would be the best solution.

94.—Mr RING: Do you think that if something higher was given, parents would avail themselves of it, and pay fees to a certain extent?

Witness: I think they would.

95.—Mr RING: Would they be willing to keep their children at school to a later age?

Witness: I can scarcely answer that question. At Peel, I believe many of the children are kept at school until they are 15. I think in many cases the main reason for that is not that the parents value the education the children are getting, so much as that they cannot get suitable employment for them.

Mr MOORE: You cannot answer for the country districts?

96.—Mr RING: What are the children doing that you have up to 16?

Witness: We have a fairly good staff, and so can pay some attention to extra subjects. They take alegebra (three stages), mensuration, and a few of them work at book-keeping and subjects of that kind.

97.—Mr RING: Then it is secondary education you are giving them?

Witness: We are trying to do something of that kind. We have eight such boys.

98.—Mr RING: Do I understand you to mean that you ought, if possible to overlap, that you ought, in the night schools, to begin with the older pupils that are in the day schools?

Witness: You mean to use that as a nucleus?

Mr RING: Yes, to keep up a connection between the two.

Witness: I thought of making it quite voluntary on the part of the lads.

99.—Mr RING: Voluntary—yes. But is there anything in that? You wish to encourage the idea of the evening classes amongst the older children in the day schools?

Witness: Yes, the teacher gets in touch with his lads, and they will often attend for him, when they would not, perhaps, attend for a stranger. The teacher knows the work they are doing, and the work they would like to go on with, and he might be able to bridge that awkward age, until they learnt to act more on their own responsibility.

100.—Mr RING: Two views are taken on the subject. One is that it is an advantage to get the children at the day schools in attendance at the evening schools; the other theory is that, as regards the continuation classes, it is better they should be deprived as much as possible of their school character.

Witness: I have seen both successful.

101—The CHAIRMAN: My attention has been called to the point that, according to the Code of 1895, the terms on which a child can enter evening continuation schools is wider than what the Teachers' Association suggest. You limit it to those who have passed Standard 6?

Witness: Yes.

102.—The CHAIRMAN: The code says no scholar may be entered or continued on the register of an evening continuation school who is under 14 years of age, unless such scholar has been presented for elementary examination in three subjects in Standard 5.

Witness: Our standard is higher than in England. We make Standard 6 our standard of exemption; in England it varies with the district.

103.—Mr RING: Do you see a difficulty of working boys and men together in the evening school?

Witness: I have seen where the upper boys would come in and help those who were really old men. The tone of the school had a good deal to do with that. I think in Peel it was found to be impossible to work old and young men together. Many old men would be very ignorant, and were learning very rudimentary knowledge, and they did not care to be mixed up with smarter young lads. In my opinion a practical difficulty might arise.

104.—The Rev. F. B. WALTERS: Do you intend to mix boys and girls in the continuation schools?

Witness: I see no reason why not.

105.—Mr RYMER: Have you tried taking some of the older boys—Standards 7 and ex-7—in Science and Art subjects? Some of the Higher Grade Schools not so advanced as organised science schools acted on that principle.

Witness: I have not yet taken them under the Science and Art Department. Several boys have attended my evening mathematical class, and two have taken advanced science.

106.—Mr MOORE: You say it is evident good work could only be done by arranging the pupils in small classes. Don't you think you would find it difficult to obtain sufficient teachers?

Witness: Yes. That is the difficulty with regard to technical work.

MR. E. FENNAH'S EVIDENCE.

Edward Fennah, schoolmaster, Ramsey, was the next witness examined.

107.—The CHAIRMAN: We do not wish to hinder you from adding any suggestions of your own, but to save time I will ask you if you agree with what the preceding witnesses have said as to the demand of parents for higher education?

Witness: I agree entirely with what they have said.

108.—The CHAIRMAN: Do you concur in what they have said as to the difficulty of utilising the present school buildings for industrial and secondary education?

Witness: I wish to add that I think certain subjects of a secondary education might be taught, but when it comes to technical subjects the buildings are not suitable and the staff inadequate.

109.—The CHAIRMAN: Still you think if the buildings were enlarged, and the staff enlarged, it would be practicable?

Witness: Yes.

110.—The CHAIRMAN: What would you add about the question of peripatetic teaching?

Witness: Nothing, except to point out that it would be much more desirable to have permanent teachers.

111.—The CHAIRMAN: That would add to the staff to an enormous extent. Do you appre-

hend there would be any friction with teachers who only attended, say, three afternoons in the week?

Witness: I have had experience of peripatetic teachers, and my experience has been that I have had to do the work myself.

The CHAIRMAN: Perhaps if we could get rid of the word peripatetic it would be better. The difference I had in my mind was that between the permanent staff and those only occasionally employed.

Witness: I certainly see a great difficulty in employing permanent teachers to teach every subject in every school.

112.—Rev F. B. WALTERS: Do you mean that you cannot come down upon the peripatetic teacher for his work, though you are responsible for the result of his work?

Witness: Yes, that is what I mean.

113.—Mr DRINKWATER: Is your difficulty with the peripatetic teacher limited to the day school?

Witness: Yes, I think the peripatetic teacher might do a great deal of good and be very useful in evening schools There I do not think the difficulty is so great.

114.—Mr MOORE: But there would be the same difficulty in regard to unsatisfactory teaching, whether it was in the morning or evening?

Witness: I think the responsibility is less on the permanent teacher in the evening.

Mr RYMER: There are no examinations in the evening schools.

115.—The CHAIRMAN: What say you in regard to the continuation school: do you concur with the report of the Teachers' Association that in evening continuation schools is the solution of the question?

Witness: Yes, especially in country districts, if the attendance can be ensured.

The CHAIRMAN: But it is for you to find the horses and for us to find the riders. It is for you to find the classes and for us to find the teachers for the classes.

116.—Mr RYMER: Do you think if we adopted the same method as in England in many evening schools, charge a small fee which is returned to the scholar in a bank deposit at the end of the session, and appointed a good staff, that would induce many to attend the evening schools?

Witness: I think so.

117.—Mr RING: As to getting pupils to attend, would that not depend largely on the attractiveness of the subjects taught?

Witness: Largely, I think, very largely.

118.—Mr RING: Do you know how far the attendance at the evening classes in England has increased since the new Code came into operation?

Witness: No, I cannot say exactly.

119.—Mr RING: But you know it has increased?

Witness: Oh yes, particularly in large towns, the numbers in some schools having nearly doubled.

120.—Mr RING: We may assume that this increase in the numbers may be attributed to the fact that the subjects are made attractive?

Witness: Largely so, but I think it is also due to the increased information of the public generally as to evening continuation schools.

121.—Mr Ring: Do you see any reason why such a thing should not happen in the Isle of Man?

Witness: None.

122.—Mr RING: Do you think the non-success of evening classes in the Island is due to the fact that one man has to take all the subjects, whereas they have separate teachers across the water, and do you not think that a great deal depends upon having more teachers?

Witness: I think almost all depends on that.

123.—Mr RING: Then it comes to this—that there would be no difficulty in getting attendance if we had an efficient staff of teachers and attractive subjects?

Witness: Quite so.

MR T. P. QUAYLE'S EVIDENCE.

Mr G. Preston, of Laxey, was called as a witness, but he said it would only be a waste of time for him to occupy the time of the meeting as Mr Quayle, the next witness, would be able to give all the information that he (Mr Preston) had to give about Laxey.

Mr T. P. Quayle, B.A., head master of Baldwin board school, was accordingly called and gave evidence.

124.—The CHAIRMAN: You have heard the evidence of the witnesses who have preceded you as to the demand for higher education, and as to the willingness of parents to pay fees. Are your views in accordance with the evidence?

Witness: Not altogether. I consider there is already a demand for higher education, both in country and town. I base that opinion on 14 years' experience as a teacher.

125.—The CHAIRMAN: How long have you been in the Island as a teacher?

Witness: I have been a teacher in charge of a school for the last fourteen years.

126.—The CHAIRMAN: Were you educated in the Island?

Witness: Yes.

127.—The CHAIRMAN: And you are a Manxman?

Witness: Yes.

128.—The CHAIRMAN: And you give your opinion as a Manxman educated in the Island, and in charge of a school here for fourteen years, that there is a demand for higher education?

Witness: There is, and has been during my experience, a constant demand.

129.—The CHAIRMAN: What facts can you quote to justify that statement?

Witness: The fact that I am asked constantly to give private lessons to pupils, and my experience in conducting evening classes at Port St. Mary, St. Mark's, and at Baldwin.

130.—Mr COWELL: In respect to the requests made to you, what about payment?

Witness: In the case of private pupils?

Mr COWELL: Yes.

Witness: They have been willing to pay fees varying from 1s to 2s 6d per lesson. I may say that I now have a pupil, a postman, who is paying me 1s per lesson—2s per week.

131.—The CHAIRMAN: Do you make these remarks chiefly from your experience at Baldwin, or likewise throughout your career?

Witness: Throughout my career I have had frequent applications of the same kind.

132.—Mr Ring: What subjects are required by your pupils?

Witness: I have had candidates for examination as chemists. At present one of my pupils is studying for the Civil Service. The subjects generally required are classical, mathematical, or commercial; not technical.

133.—Mr Cowell: Are you not doing the work of a coach instead of ordinary teaching?

Witness: Sometimes the pupil is preparing for some special examination and sometimes not.

134.—Mr Ring: Do you think any considerable demand for some kind of night school exists; such a demand as would ensure sufficient attendance for evening continuation schools?

Witness: I have tried the experiment.

135.—The Chairman: In what way?

Witness: By opening a school.

136.—The Chairman: What was the result?

Witness: It failed on account of bad management.

137.—The Chairman: What were the subjects taught?

Witness: Arithmetic, English, composition; in fact, all the subjects of an ordinary elementary education.

138.—The Chairman: These are not the subjects of secondary education?

Witness: No, they were not taken.

139.—The Chairman: We want your views as to the desire for secondary education. Is it your opinion that the desire is more widespread than would appear from the evidence already given before us?

Witness: It is.

140.—The Chairman: So far as we have gone, those who have preceded you seemed to hold that the existing school buildings could not be utilised for secondary education—that the staffs are not sufficient and the buildings not suitable. Do you concur with them in this?

Witness: Not entirely. Beyond doubt the present staff would be insufficient, but it would all depend upon the nature of the subject whether the buildings were suitable for the teaching of such a subject.

141.—The Chairman: I think Mr Fennah agreed with your view when he said that certain subjects might be suitably taught, but when you come to technical subjects the buildings were not suitable.

Witness: That is so.

142.—The Chairman: What do you say about a teacher whose whole time is not given to the school?

Witness: I think the objections taken to the peripatetic teacher rather childish, and I do not agree with them. I think it would be rather a strange kind of teacher who could not be made to do his work by the head teacher of the school.

143.—The Chairman: You have just taken your B.A. degree?

Witness: Yes, my Lord.

144.—The Chairman: At what University?

Witness: The London University.

145.—Rev F. B. Walters: As far as I can gather from what you say, the demand really comes from those who wish to rise in the world, rather than from a desire to be better educated. All the pupils you speak of seem to be desirous to go from their present position to one a little better?

Witness: Well, in general that was so; but, of course, my experience goes beyond that. I wrote similar letters to parents as those written by Mr Potts and Mr Fennah, and had encouraging answers, but I am bound to point out that the district, as to its southern end, is wealthy.

146.—Mr Cowell: And the district must be enormously intelligent?

Witness: I did not use the word enormous.

147.—Mr Cowell: But I think you showed that in your district there is a demand such as is not in any other part of the Island.

Witness: I am speaking of two districts. I can bear out what Mr Pott says in regard to Peel school. I taught there, and some pupils remain there till they are sixteen.

148.—Mr Drinkwater: Do many children in your district go to Douglas?

Witness: There is one who has just left the Higher Grade School.

149.—Mr Drinkwater: Would scholarships for the Higher Grade School assist your school—for instance, scholarships covering the payment of fees and for board?

Witness: I consider it would be a benefit to the board school in my particular locality.

150.—Mr Drinkwater: It would meet the want for higher grade teaching, as I understand your district is so large that it would be difficult to get the children to go to and fro to Douglas Higher Grade School?

Witness: Yes, it is a matter of distance. It is an awkward place to get at.

151.—Mr Drinkwater: If, instead of having a higher grade school in the locality, you had two or three scholarships for the Douglas Higher Grade School to give to the most deserving pupils of the board school, would that meet the want?

Witness: Yes.

152.—The Chairman: Do you think it a better way?

Witness: It need not be the only way. I consider that there could be an improvement in the curriculum at present taken in the elementary education, but for particular subjects, those included in what we mean by a higher education, Douglas would be a convenient centre.

153.—Mr Moore: The question of instruction in agriculture—you have not referred to that.

Witness: That subject could be taken in the evening continuation schools.

154.—The Chairman: In regard to continuation schools, the teachers, as far as we have gone in evidence, seem to think that continuation schools must be chiefly looked to, especially in country districts, for the spread of secondary education; is that your opinion?

Witness: A good deal depends upon what is meant by secondary education.

The Chairman: Take, for instance, science and the technical subjects.

Witness: I consider that technical subjects and ordinary subjects could not be taken side by side in evening continuation schools.

155.—Rev. F. B. WALTERS: You mean not in the same room?

Witness: They should not be taken in the same building. Of course, a great deal depends upon what subjects are taken; technical subjects requiring much apparatus could not be taken in country evening continuation schools, but must be taught at some town centre—except agriculture and navigation.

156.—The CHAIRMAN: Then your view is that subjects requiring apparatus should be taught at centres?

Witness: Quite so.

157.—The CHAIRMAN: You think that other secondary subjects could be taught at evening continuation schools?

Witness: Yes; I think so.

158.—Mr COWELL: When were these night schools conducted by you—lately?

Witness: Three winters ago.

159.—Mr COWELL: What was the usual school fee?

Witness: The charge at the last evening school I had was one shilling for the session.

160.—Mr COWELL: Then you really did it for the love of the work, and not for the pay?

Witness: I did not receive any pay, as a matter of fact.

161.—Mr COWELL: I notice you speak of a general desire for higher education. How is it, if there is that desire, in your district they do not take advantage of the Douglas Higher Grade School?

Witness: It is a question of distance, and we have no convenience in the way of trains.

162.—Mr COWELL: What is the distance?

Witness: The distance from my schoolhouse, or from the lower end of the district, is about four miles.

The CHAIRMAN: You may say five miles, generally.

Witness: Yes; more than that if you consider the nature of the district.

Mr COWELL: That is the reason they do not take advantage of the Douglas schools?

Witness: It is an awkward district for that.

163.—Mr RING: Have you sent out any circulars to ascertain the wish of the people—the wish of parents—as to higher education, and the fees they would be prepared to pay?

Witness: I adopted three different methods to ascertain that. I mentioned the subject at a public meeting which took place one evening at Baldwin.

Mr COWELL: Called for that purpose?

Witness: No; I was giving an address on a cognate subject, and I took the opportunity of introducing this subject. Then I wrote letters in the same way as Mr Potts, and each child took a letter home and brought an answer. I took the opportunity, too, of discussing the matter with gentlemen in the neighbourhood.

164.—Mr RING: Can you remember the effect of the answers you received to the letters you sent to the parents?

Witness: The answers were to the same effect as those received by Mr Potts.

165.—Mr RING: Can you tell us the result?

Witness: The result is given in my report, embodied in the report of the Association, which has been handed in. There were 34 affirmative answers.

MR HUDSON'S EVIDENCE.

Mr T. Hudson, schoolmaster at Foxdale, was the next witness.

166.—The CHAIRMAN: Coming first of all to the question of the demand for higher education and the willingness of parents to pay fees, do you agree with Mr Quayle, or with those who take a less favourable view?

Witness: I think there is little or no demand at present.

167.—The CHAIRMAN: Do you think that if more information was spread the demand would grow proportionately?

Witness: I think there is some desire for technical education, and a further desire could be created by various means.

168.—The CHAIRMAN: What have you to say to the Commissioners in regard to those means?

Witness: "The sight of means to do certain deeds oft makes those deeds done," and if the means for technical education were within reach of the public they would avail themselves of them, especially in our neighbourhood.

169.—The CHAIRMAN: But what means should be adopted for the spread of secondary education—do you think by lectures or by the Press?

Witness: I think the Press should be utilised, and also lectures, and by the teachers talking upon the subject to the scholars of the upper classes, who would take the information home to their parents.

170.—The CHAIRMAN: Then, as to the willingness of the parents to pay fees for higher education?

Witness: At present, I think the fees should be paid out of the revenue. Mr Quayle, I see, thinks that technical education ought to be confined to the towns. I disagree with him there entirely; I think it ought not to be confined to the towns.

171.—The CHAIRMAN: I think Mr Quayle's opinion is that teaching of subjects requiring elaborate apparatus should be confined to towns.

Mr RING: Not confined to towns, but to centres.

Witness: Technical education requiring elaborate apparatus should, in my opinion, be taught at centres, and other subjects of higher education at evening continuation schools. In our neighbourhood (Foxdale) nearly all the young men, when they reach the age of 17 o 18, go to South Africa, America, or Australia. Very many of the boys go there. We do not have a wedding ottener than about once in two or three years, and so the population must be decreasing. Technical education would be of great use to these young men who go abroad. For instance, in a newly settled country or district he may want a chair or a stool or a table, and be placed in an awkward position if he is not able to make these things himself, or even to

put up a tent. Technical instruction is very much wanted in Foxdale I think.

172.—The CHAIRMAN: Having regard to the subjects coming under the head of secondary education, you think these are chiefly in demand in Foxdale and other mining parts of the Island, do you agree that the present buildings are not suitable for giving such instruction?

Witness: Not during the day. They could, with the permission of the managers, be utilised during the evening. I have only one room.

173.—Mr COWELL: Have you no class-room?

Witness: No.

174.—Rev. F. B. WALTERS: What number of scholars have you?

Witness: 70 to 80.

175.—Mr RYMER: Do the young women go abroad?

Witness; No, only the young men go abroad when they are 17 or 18.

176.—Mr RYMER: What age do they leave school?

Witness: Some leave at 14.

177.—Mr RING: Your school is free, of course?

Witness: Yes.

178.—Mr RING: Do you think the parents would be willing to keep the children at a school a longer time than at present, supposing some provision was made for better education?

Witness: I would not like to say very much on that point.

179.—Mr RING: You speak of technical education: do you know of any desire for it amongst parents or children?

Witness. Young men have said to me, "I wish I could do as you do."

Mr RING: What is that?

Witness: I have made half my own furniture. I sometimes bind my own books, and I mend my own shoes. I do not make new shoes, but I repair the old ones.

180.—Mr RING: Have you formed classes to give education of that description?

Witness: Not of that description. I have tried evening classes for teaching elementary subjects, and they have been a failure.

181.—Mr RING: If you think this form of education so beneficial, and you are so competent to teach it, why not try it?

Witness: It is a matter of expense.

Mr RING: But teaching is not the chief expense.

Witness: I have not really asked the School Committee whether they would find the necessary tools; whether they would be willing to find the necessary implements to carry on classes of this sort I do not know.

182.—Mr DRINKWATER: Could you carry on such classes in addition to such work as you have in the day time?

Witness: Not in the day time; but in the evening I could undertake such classes.

183.—The CHAIRMAN: Do you think the kind of industrial instruction that would be most acceptable to your district could be carried on by means of evening continuation classes in the parish or at some centre, say Peel, which is the centre of your district?

Witness: No doubt it would be better given at a centre if you could get the young people to attend; but Peel, I think, is not the most convenient centre for our part, but St. John's.

184.—Mr DRINKWATER: Would the miners working in shifts be able to attend evening classes?

Witness: Those on the morning shift would be able to attend, but those in the afternoon shift, working from 2 o'clock till 10 p.m., would not be able to. There are not many at present working on the night shift, from 10 o'clock p.m. till 6 a.m.

185.—Mr COWELL: Foxdale is the chief mining industrial centre in the Isle of Man?

Witness: Yes.

186.—Mr COWELL: Do you know, of your own knowledge, what the career of these lads is when they leave the Island?

Witness: I often get letters and newspapers from them.

Mr COWELL: How would you say they succeed generally?

Witness: Fairly well, I think.

187.—Mr COWELL: You think that if they were to receive a superior education to that which they now receive it would increase their earning power, not only as miners, but in other ways?

Witness: Well, of course the more you educate men, the better workmen they become. There is good material in Foxdale. Captain Kitto, who has had miners under him from all parts, said he never met with a more intelligent class of miners than they are at Foxdale.

Mr COWELL: What I want to get at is whether you think that those who have technical knowledge are likely to rise to a much better position than that of a common mind?

Witness: I believe so.

188.—Mr COWELL: Do you know any boys from Foxdale who have taken a good position?

Witness: There is a family living next door to myself that have all done fairly well, and others from this neighbourhood who are in good positions. Some took up engineering work. Of course, they were not taught that in school, except in the way of object lessons. My aim is to get boys to use their brains so as to utilise their knowledge, otherwise they will not turn their knowledge to account in after years.

189.—Mr DRINKWATER: Would scholarships assist you?

Witness: I dare say they would. At present three lads from our neighbourhood attend the Douglas Higher Grade School. They have to leave their homes at seven o'clock in order to catch the first train. I think scholarships would be beneficial to Foxdale—I have not the least doubt of it.

190.—Mr MOORE: Supposing a similar school was established at Peel, would that be much more largely attended from Foxdale?

Witness: Not much; St. John's would be a much more suitable centre.

191.—The CHAIRMAN: Is there any other point upon which you have information to give to us?

Witness: I consider the peripatetic teacher should be held responsible for his own work, instead of the head master being held responsible. If he takes up a subject that the regular

teacher does not understand, or understand so well, he should be held responsible for the work he undertakes to do. Then there would be no friction between the head teacher and the peripatetic teacher.

MR A. J. RIDGE'S EVIDENCE.

After an interval of an hour for luncheon,

Mr A. J. Ridge, headmaster of Thomas-street Douglas Wesleyan school, and formerly headmaster of Peel school, gave evidence.

192.—The CHAIRMAN: What have you to say as to the demand for higher education in the Island?

Witness: I would like to say I only received during this week the notice to attend here, so I am not able to give such satisfactory evidence as I should like to have done, but, so far as my experience goes, I have found in Douglas a desire for further education, mainly of a technical character, and such as would furnish young fellows with suitable instruction to serve them when they go abroad.

193.—The CHAIRMAN: That answer applies to the Douglas district. You do not intend the remark to apply to the whole Island?

Witness: I think it does apply to the Island generally, but to the town particularly.

194.—The CHAIRMAN: Are you of opinion that the demand is more widespread than some have represented it to be this morning?

Witness: No; I do not think the demand is much outside Douglas, but I think the recent opening of the Higher Grade school at Douglas has made people think more about higher education, such as would fit them for good positions in life. I am acquainted myself with a smith belonging to Douglas, and who is now at Johannesburg, earning £30 to £35 a month, his board and lodging costing £7 to £8 a month. He writes home to say how he wishes he had had a course of engineering when he was at home, as, though he was doing well as a smith, he was sure he should then have done better still.

195.—The CHAIRMAN: Do you think the public of the Isle of Man are beginning to take the view that such an education would be an advantage to young men going abroad?

Witness: I do.

196.—The CHAIRMAN: You think the more the advantages of secondary education become known, the more the desire and demand for such education will increase?

Witness: I do.

197.—The CHAIRMAN: But at present you think the demand is not great?

Witness: I think young fellows find out its advantages too late.

198.—The CHAIRMAN: But that remark refers to those who go abroad. Have you anything to say as to the willingness of parents to pay fees for higher education?

Witness: I believe in Douglas they are willing to pay a reasonable fee.

199.—Mr MOORE: What would you define as a reasonable fee?

Witness: That depends upon the instruction given.

200.—The CHAIRMAN: In regard to utilising the buildings, are you of the same opinion as the majority, that the present elementary school buildings are not suitable for giving instruction in secondary education subjects?

Witness: I am of that opinion.

201.—The CHAIRMAN: Have you anything to say as to peripatetic teachers? If the peripatetic teacher was held entirely responsible for the results of his own teaching, instead of the head teacher being held responsible, do you think in that way the cause of friction would be removed?

Witness: Yes, I think the head teacher ought not to be held responsible for the results of the peripatetic teacher's work, one way or the other.

202.—The CHAIRMAN: With that provision, you think there would be no objection to the employment of peripatetic teachers?

Witness: No.

203.—The CHAIRMAN: What about evening continuation schools? Do you think them the best means of imparting knowledge on the subjects we have in view when we speak of secondary education? Do you think the teaching should be in central higher grade schools—in four districts, as enumerated this morning—or do you favour continuation schools in each locality?

Witness: Continuation schools, as contemplated under the Code, do not provide for secondary education.

The CHAIRMAN: We must utilise them for that purpose. Do you think continuation schools the most suitable means for imparting such education?

Witness: I do not see how it would come in.

Mr RING: Not secondary education?

Witness: No.

Mr RING: Then you differ from the great body of those who have given evidence on the subject.

204.—The CHAIRMAN: I think I am right in saying that the teachers, who have given evidence before you, have said that evening continuation schools are a good means of imparting education on secondary subjects in country districts?

Witness: Yes, in country districts; but in a place like Douglas there should be, I think, a building for instruction in engineering, and for strictly technical subjects, such as working in wood and iron. I think the Douglas School of Art might be utalised for the art side of technical education, such as machine drawing; and another building might be devoted to instruction of a more strictly industrial character.

205.—The CHAIRMAN: In what you say, please distinguish between Douglas and the other parts of the Island.

Witness: I am speaking of Douglas.

206.—Mr RING: What is your idea of the subjects that should be taken in the additional building?

Witness: Well, practical engineering.

207.—Mr RING: Do you mean taking over the existing Department?

Witness: Well, I suppose the Science and Art Department will provide for that.

208.—Mr RING: Then you were going to give the subjects?

Witness: Such subjects as work in iron and brass, machine construction, engineering—both in reference to sea and land.

209.—Mr RING: Do you mean a regular school of engineering?

Witness: Yes, with shops and tools.

210.—Mr RING: To make a school of engineering would require a large building, a building by itself?

Witness: Yes, my idea of such a school is to prepare young fellows for going abroad.

211.—Mr RING: Are you prepared to give any figures as to how many young men would be likely to go in for engineering?

Witness: I said before, I know men who have gone to South Africa, and their regret is that they have not had a course of instruction in mining, so that they might do better.

212.—Mr RING: I quite understand that; but what I want to get at is, what ground you have for thinking that it is all within the scope of practical politics to have a school for teaching engineering?

Witness: Simply from my conversation with townspeople.

213.—Mr RING: You know nothing about the number that would probably avail themselves of such a school?

Witness: No; my opinion is that it is a felt "want"

214.—Mr RING: You have not gone into the question of cost?

Witness: No.

Mr RING: How much per head it would take?

Witness: No, not at all.

Mr RING: A school of engineering must take a large sum per annum, to say nothing about the original cost; probably the whole sum we should get in the Island as a grant.

Witness: I think many subjects might be taken in a place of that kind.

Mr RING: Not in a school of engineering. You have not elaborated any scheme. All you mean to say is that many young men going abroad from here would be better if they had a better education. However anxious we may be to give them an education, we have to consider the limited means, and what can best be done with the means at our disposal.

Witness: I have only taken the subject up in conversation.

215.—Mr RYMER: Do you not think that what you have in view could be more practically met by exhibitions to Salford Technical School, where they have an income of something like £10,000?

Witness: Possibly; but my idea was to find opportunities for instruction for young fellows already apprenticed.

MR LEECE'S EVIDENCE.

Mr J. E. LEECE, of St. Thomas' School, Douglas, next offered himself for examination.

216.—The CHAIRMAN: I believe there is a special point or two on which you wish to say a word, in regard to the need for secondary education for pupil teachers?

Witness: In the main I agree with the evidence of the teachers who have preceded me. I have a few remarks to make as to voluntary teachers. In my opinion, one of the most important parts of secondary education is efficient teaching of pupil teachers.

Mr Leece here produced some manuscript which he was about to read, as embodying his ideas upon the subject; but, at the request of the Chairman, he, without reading it, handed it to the Secretary, so that the Commissioners might afterwards refer to it.

The CHAIRMAN: If there is any statement you wish to make verbally, in regard to any point, we should be glad if you would make it.

Witness: At the present time in Douglas there are central classes for pupil teachers under the School Board which the pupil teachers in voluntary schools are debarred from attending.

217.—The CHAIRMAN: The first point, in regard to which you have something to say, as I understand, is the need of secondary education for pupil teachers in voluntary schools. Do you make a distinction between voluntary schools and Board schools?

Witness: What I want to point out is, that teachers in the Board Schools at Douglas have, in these central classes, advantages which the teachers in voluntary schools and country schools have not.

Mr RING: Some six months ago the School Board of Douglas started central classes for pupil teachers, instead of each head teacher taking the whole of his pupil teachers on all subjects. The School Board desired the teachers in voluntary schools, as far as possible, to come into the arrangement; but, of course, it was difficult to arrange the proportionate expense to be borne by the voluntary schools participating in the arrangement. The School Board have found that, under this system, there is an undesirable strain on the pupil teachers, and they are, therefore, reorganising it. What they now have under consideration is the establishing of a centre, and appointing one teacher who shall have no other work to do, and pupil teachers shall go here a certain number of days a week, according to the years of their apprenticeship; and during these days they shall have no teaching to do. I know that, so far as the Douglas School Board are concerned, they intend that these classes shall be thrown open to the teachers of voluntary schools; but, of course, the voluntary schools whose pupil teachers avail themselves of these classes, would have to bear a proportionate share of the expense.

218.—The CHAIRMAN: All this is very interesting, but I do not see how it applies so far as this inquiry is concerned. Do you (addressing the witness) wish to say anything about cookery classes and manual training?

Mr RING: These subjects are already taught in elementary schools.

Witness: I take it that cookery and manual instruction are secondary subjects. There are central classes for teaching these subjects in Douglas, which, I think, seeing they are supported by the ratepayers, should not be confined to any particular section, but should be thrown open to pupils and teachers of the voluntary schools, as well as of Board schools.

Mr COWELL: What do you propose?

Witness: I propose that there should be a body like the Board of Education, having centres where all voluntary schools could send pupils to cookery classes, and for manual instruction, apart from the School Board.

Mr Ring: You know that, in regard to cookery, Douglas is the only place where it is taught, and you know that they take scholars from the voluntary schools at the cookery centre.

Witness: As far as they are able.

Mr Ring: The fact is that there is only one teacher, and they can't meet the demand for admission to these classes.

Witness: Yes, that is so.

219.—The Chairman: Are you going to argue from this that it is desirable that cookery and manual training should be taught under the head of secondary education, or are you going to argue that a special effort should be made to teach them in public elementary schools, including voluntary schools? If you are going to argue the need of secondary education in respect to cookery and manual training, and that these subjects should be taught in voluntary as well as in Board schools, I think it would be in order for us to enter into the question to-day, but if you are going to argue that voluntary schools should be distinguished from Board schools in teaching these as elementary subjects, then I do not think the question comes under our cognizance.

Witness: I would like to argue it under the first head. What I would suggest is, that some body like the Board of Education should take the control of a centre which could be attended by scholars from all elementary voluntary schools, apart from the School Board. At present it is impossible for voluntary schools to have a centre for teaching cookery.

220.—Mr Drinkwater: What you mean is that the opportunities of pupils to learn cookery should be extended?

Witness: Yes, for scholars and teachers.

The Chairman: We will take note of that.

221.—Witness: I do not know whether it comes strictly under the head of secondary education, but I consider that in Manx schools there ought to be some suitable books for teaching the geology and geography of the Island, its history and constitution. The book should give an account of Manx worthies, and the best poems written by Manxmen, and then our youths would learn something of their Island home.

Mr Moore: It is an excellent idea.

Witness: No doubt it might have been carried out before, only the Island is so small, and the sale of books so small that a subsidy would be necessary.

222.—Mr Ring: You are advocating a centre in the town of Douglas for teaching cookery, and I suppose laundry work and dressmaking for girls, and wood work, and so forth, for boys under the South Kensington School?

Witness: Yes

The Chairman: Your views on this subject are expressed in the paper you have handed in

Witness: Yes.

The Chairman: Well, they shall receive consideration.

223.—Mr Ring: How do you propose the centre should be supported?

Witness: Out of the revenue.

Mr Ring: Entirely out of the revenue, and not as the result of examinations?

Witness: Certainly as the result of examinations; but the grants should be paid out of the revenue, and not out of the rates.

224.—Mr Ring: Looking at the subjects that would be taken, it may be supposed that the grants would not amount to much under the existing provisions, and you want more grants I suppose?

Witness: Yes.

225.—Mr Ring: What about fees, do you propose to charge any fees?

Witness: No, I think not.

226.—Mr Ring: It would have to be for all the children in the town. Do you mean the centre would be one in union with the Board School?

Witness: Well, if the School Board co-operate, so much the better; then that would put all on the same footing.

227.—Mr Cowell: Do I understand you to say, in regard to these centres of education, that you do not propose to make any charge?

Witness: Yes

228.—Mr Drinkwater: You do not mind it coming out of the Insular revenue; but you do not like it coming out of the rates?

Witness: The voluntary schools cannot participate in the rates at present.

229.—Mr Ring: Have you any figures as to the cost of such a centre as you propose?

Witness: No; but you, as Chairman of the School Board, would have.

Mr Ring: Yes, I have a good idea of the cost; but I wanted to know whether you have gone into it?

Witness: No; I have not.

MR. G. WHITTAKER'S EVIDENCE.

Mr G. Whittaker, head master of Drumgold-street Temporary Board School, next came forward as a witness.

230.—Mr Ring: You have conducted evening classes under the Code for three years?

Witness: Yes.

231.—Mr Ring: Can you tell us the terms on which these classes were conducted?

Witness: The agreement between myself and the Committee was that I should receive the grant earned by the school, the fees obtained from the scholars, and also a bonus of £5 from the Committee.

232.—Mr Ring: What does the Committee pay for?

Witness: They give rooms, fire, gas, and have the cleaning done.

233.—Mr Ring: What about stationery?

Witness: The Committee provide all the stationery.

234.—Mr Ring: What fees are charged?

Witness: 2d and 4d per week.

235.—Mr Ring: How are the fees arranged?

Witness: Those who take merely elementary subjects pay 2d per week, and those taking higher subjects 4d.

236.—Mr Ring: The Committee had a veto as to fees?

Witness: Yes, the Committee had control of the fees, regulating them. Some of the scholars were allowed to come free.

237.—Mr RING: Did the Committee pay for them?

Witness: Yes, if they asked the Committee for free education in the evening classes, they were allowed to come free.

238.—Mr COWELL: Did they demand the teaching free, or did they put it on the ground that they could not afford to pay?

Witness: They had to satisfy the Committee that they could not pay, and then the Committee paid.

239.—Mr RING: Can you give us an average of the attendance in the three winters that you held the classes?

Witness: The average attendance for the first year was about 30, for the next 40, and about 45 in the following year.

240.—Mr RING: So that the attendance has gone on increasing?

Witness: Yes. Last year the increase was not quite so good as the year before. Still, I think it was very satisfactory.

241.—Mr RING: Do they attend well throughout the term?

Witness: Well, a certain number do. Of course, a lot come for a short time and then drop off; but a great many continue right through the session.

242.—Mr COWELL: Do they pass well?

Witness: Well, there is no examination; merely an inspection.

243.—Mr RING: Do you think the abolition of examinations has had a good effect on night schools?

Witness: Yes, decidedly. I think it removes an objection which many young fellows had to a night school.

244.—Mr RING: They could not get a grant unless they presented themselves for examination?

Witness: That was so.

245.—Mr RING: And there was a great objection to an examination?

Witness: Yes, the greatest objection.

The CHAIRMAN: Yes, a great many people have. (Laughter).

246.—Mr RING: Do you think that, notwithstanding there are no examinations, there is benefit derived from these night schools?

Witness: Yes.

247.—Mr RING: How do you select the subjects?

Witness: I take elementary subjects, of course, for those whose education has been neglected; and, as to the others, I ascertain the desires of the young men themselves as to what subjects they will take. When they selected different subjects I had to choose subjects which suited the greatest number.

248.—Mr RING: Had you any in the night school who were still attending the day school?

Witness: Yes, in the year before last there were 13 day school boys attending the evening school.

249.—Mr RING: What standard were they in?

Witness: They had passed the sixth standard.

250.—Mr COWELL: What object had they in attending the two schools?

Witness: They belonged to the class of boys that wished to get on.

251.—Mr COWELL: They cannot get enough instruction?

Witness: They cannot get enough instruction; they take a great deal.

252.—Mr RING: How did it work out financially? Had you assistance?

Witness: No, I did all the work myself.

253.—Mr RING: How did it work out financially?

Witness: Of course, I have not had the result of last session. The previous session the total amount was £45.

254.—Mr RING: As a teacher, are you quite ready to undertake that strain of night work so many evenings a week for the remuneration received?

Witness: No, I am not very willing, especially since I have become head teacher, the strain is too great.

255.—Mr RING: It was quite voluntary on your part, the taking of the night school?

Witness: Yes.

256.—Mr RING: Your opinion is that it is quite well worth the while of an active assistant teacher, but it is rather too much for a head teacher?

257.—Witness: Yes, I think the strain is too great after a day's work as head teacher. I may say, in regard to these evening schools, that if there was proper assistance to the teacher, and the whole thing better organised, they would be much more successful.

258.—Mr RING: If some monitory assistance was afforded, and a capitation grant given, do you think that would help to develop evening schools?

Witness: Yes.

259.—Mr RING: You think if a little money was spent in promoting such schools, it would largely promote education?

Witness: Yes.

260.—The CHAIRMAN: From your experience as a teacher in the Island, do you recommend that evening continuation schools should be largely used for the purpose of secondary education?

Witness: Yes,

261.—Mr RING: Has any attempt been made to establish evening classes for girls?

Witness: Yes, three years ago; but they were given up because the girls would not attend.

262.—Mr RING: How do you account for that?

Witness: I don't know. I have not studied the girls' question at all.

263.—Mr RING: What is your opinion as to the effect of the new Code on night schools; do you think it will encourage them?

Witness: I think it may encourage them. The great objection to the old Code was the examinations.

264.—Mr RYMER: For the continuation schools I see the curriculum is very wide. Do you think a single teacher is able to do much good with so many subjects. Don't you think you are under a disadvantage as compared with English evening schools, where they have two or three teachers?

Witness: Yes, there should be different teachers for different subjects.

MR F. R. GRUNDEY'S EVIDENCE.

Mr F. R. Grundey, B.Sc., of Victoria University, who has been science master at the Douglas Higher Grade School from the time it was opened, was the next witness.

265.—Mr RING: You have conducted evening classes for how many years?

Witness: This is the second session.

266.—Mr RING: These classes are taken under the direction of the Science and Art Department?

Witness: Yes.

267.—Mr RING: Would you kindly state the terms on which they are conducted?

Witness: The arrangement was that I should have £5 per class and half of the grant.

268.—Mr RING: Who takes the fees?

Witness: The Committee take the fees.

269.—Mr RING: How many classes do you take?

Witness: I took, in the first session, three classes.

270.—Mr RING: Do you know what the grant came to that session?

Witness: The full grant that session was £68.

271.—Mr RING: You took £34.

Witness: Yes.

272.—Mr RING: Do you know what the fees of the Committee were?

Witness: They got £11 for the three classes.

273.—Mr RING: Then really, in regard to that, the Committee were out of pocket £4?

Witness: They would get £34 by the grant.

Mr RING: Really, the Committee made £30 out of that.

Mr RYMER: There was expensive apparatus, chemicals, firing, and gas.

274.—Mr RING: You have no idea what the apparatus cost?

Witness: It was the same apparatus as used in the day school. Of course the chemicals were all included.

Mr RING: You have no idea what it would come to?

Witness: No.

275.—Mr RYMER: Do you think that with the coal and gas, and their outlay generally, the classes pay their way?

Witness: I do not think so this year, as from the syllabus of two of the chief subjects I do not expect good results.

The CHAIRMAN: What subjects?

Witness: Chemistry, theoretical, and practical.

276.—Mr RING: Does there seem any objection, as in other continuation schools, to examinations?

Witness: Not altogether, because the certificates are valuable to some.

277.—Mr RING: Do you mean as to getting payments afterwards?

Witness: There is an idea that instead of examinations, the Science and Art Department will have inspections.

278.—Mr RING: Will that encourage attendance?

Witness: Yes, except in regard to those who wish to obtain certificates as being useful to them as teachers or chemists' assistants.

279.—Mr RING: What fees do you charge?

Witness: 5s for each class attended.

280.—Mr RING: That is for the whole of the session?

Witness: Yes.

281.—Mr RING: When does the session begin and end?

Witness: The session begins in the beginning of October, and continues till the examination in May.

282.—Mr RING: What is the age of the pupils?

Witness: Ages range from 17 to 40.

283.—Mr RING: The majority will be over 17 years of age?

Witness: About 18 or 19.

284.—Mr RING: Of what position in life are they?

Witness: Of different grades—a good many are teachers, and some chemists' apprentices.

285.—Mr RING: Do you think there is really a demand in Douglas for such classes as these?

Witness: Yes, I should say so. I think more would attend the classes but for the examinations, though of course some wish to take the examination to obtain the certificate.

286.—Mr RYMER: You don't attempt to take two studies at once—each study is taken at a different time?

Witness: No, except in practical subjects, we take elementary and advanced together.

287.—Mr RING: Do you think the scheme of all these classes suffers for want of money?

Witness: Yes.

288.—Mr RING: What way would you advise money to be spent in connection with classes of this kind?

Witness: Mathematics is a subject which I think ought to be taken, but a teacher will hardly take a mathemetical class on the terms that those are now taken. He would not get many passes. Chemistry this year is almost in that position.

289.—Mr RING: You mean that the examination is so difficult that the grant would not be sufficient to remunerate the teacher?

Witness: Yes.

290.—Mr RYMER: Does not that point to the fact that there ought to be a preparatory class before they enter upon the course of the Science and Art Department?

Witness: Yes.

291.—Mr RYMER: For outside students—young fellows in engineering offices, and so on—do you think those examinations too stiff for them, for one session?

Witness: If they have had no previous scientific training whatever, I should say some of them were too stiff. I should say mathematics was too stiff—for one year.

292.—The CHAIRMAN: I think you say you have no examination in connection with these classes?

Witness: Yes, the South Kensington; but a good many students fall off just before the examination.

293.—The CHAIRMAN: What is the number of the class?

Witness: The number who entered the first year was 62; last year 79 entered.

Mr J. R. COWELL: Summing up the position of Douglas, how would you describe the present wants, educationally?

Mr RING: I do not think Mr Grundy has at all considered that. He was asked to give evidence as to the working of these particular classes.

294.—Mr DRINKWATER: The fee charged was 5s. Could some members of that class have afforded more?

Witness: I daresay most of them might.

295.—Mr RING: Would they be willing to pay more, rather than forego the education?

Witness: Some might. The greater number would not like to pay more than 5s.

296.—Mr COWELL: Could you form an opinion whether these students take up the matter as a freak, or whether they are likely to continue?

Witness: I think out of the 62 who came last year I have 50 again this year.

297.—Mr RYMER: Could you give us an idea how many entered the classes, and how many went in for examination afterwards?

Witness: Last year there were 62 entered the classes and 39 sat. This year we have had 79 who entered the classes, and 36 remained for the examination.

298.—Mr RYMER: That left 43 who did not attend the examination. For those you did not receive any remuneration except the small fee?

Witness: I do not receive the fees. The Committee received nothing; it is a matter of those who attend the examination paying for those who do not.

Mr MOORE: How is it the proportion who did not attend the examination is so much larger this year? It is double as high this year as last.

Mr RYMER: I was going to ask if Mr Grundy and Mr Whittaker would put into tabular form the particulars they have handed to us to-day.

CANON CLARKE'S EVIDENCE.

The Rev. Canon B. P. Clarke was the next witness.

299.—The CHAIRMAN: You are Rural Dean of Douglas, and have had a life-long experience of this district?

Witness: More of the country than the town.

300.—The CHAIRMAN: What would you say with regard to the question under discussion—whether there is a desire on the part of the parents for a higher education than they are receiving in the elementary schools?

Witness: I do not think there is the least desire in the country.

301.—The CHAIRMAN: I suppose you would also add there would be no willingness to pay fees?

Witness: I do not think there would be a willingness. I made a great many inquiries, and I found there was no great desire for a higher education. In fact, the parents want their children at home after school hours.

302.—The CHAIRMAN: What do you say with regard to evening continuation schools? Do you think that they would be the most satisfactory means of imparting a knowledge of these practical and secondary subjects?

Witness: I think they would be very poorly attended. I do not think you would get half a dozen to attend. For one or two months, you might get a dozen, or even 50.

303.—The CHAIRMAN: Do you make that remark with regard to agricultural knowledge and cookery?

Witness: I do.

304.—The CHAIRMAN: With regard to everything?

Witness: I do. The fact is, it is very hard to get them to attend any schools—even the elementary schools. In Laxey, Ramsey, Foxdale, and Port St. Mary, I think they might be successful on account of the greater population.

305.—Mr DRINKWATER: Supposing an opportunity was given later in life to smiths, and joiners, and so on—at 18 or 19—do you think they would attend?

Witness: I do not think they would.

306.—Mr MOORE: Don't you think instruction in such subjects would be more likely to attract those who were older?

Witness: Young men who want to be smiths and joiners have to attend their work in the day time.

Mr MOORE: I was referring more to agriculture and dairy work.

Witness: Those who want to learn farming learn it at home. As soon as school work is over, they are engaged about their own houses and farms.

307.—Mr RING: Do you think that classes for older people—for girls in dairy work and for boys in scientific farming—would be appreciated, seeing it would bear at once on the practical work of their lives? Do you think that, although a man was going to be a farmer, he would not appreciate knowledge about farming?

Witness: After they have done their day's work, I do not think they would attend in the evening. That is my opinion about it.

308.—The CHAIRMAN: You admit there is a small number who might desire education. How best could it be provided for them?

Witness: I think the best way would be by continuation schools—evening schools.

309.—The CHAIRMAN: But if the number was so small as you have named, the thing would not pay?

Witness: You would require to have centres.

310.—Mr MOORE: What area do you speak of—Marown?

The CHAIRMAN: He was speaking of the country parishes.

311.—Mr COWELL: You have made inquiries among the country people as to their views of secondary education. Did you find that they knew anything about it?

Witness: I do not suppose that they knew much about it. They know sufficient to know what it means.

312.—Mr COWELL: Would you say that 50 per cent. of the general public understand what secondary education means?

Witness: I am not prepared to say that 50 per cent. of the whole community would.

313.—Mr COWELL: If you have been conversing with the general public—agriculturists for instance—and find they did not

understand what secondary education was, of what value is their opinion?

Witness: They do understand, to a certain extent, what it means.

314.—Mr Cowell: Where do you suppose they get the information from?

Witness: They read a good deal. They will probably read an account of your meeting to-day.

315.—Mr Cowell: I have no doubt these proceedings will be highly interesting; but this is the first attempt in the Isle of Man to raise the question. My experience is not the same as yours, and I wanted to see what your opinion was based on. I find in the country districts that they do not know what the subject is without explanation. Then, when they do understand, it comes to a question of who will pay the cost.

Witness: If you pay the costs of education, and also the costs of the people at home, it might be popular.

316.—Mr Rino: You mean if the parents were compensated for the loss of the children's services?

Witness: They cannot afford to do without them.

317.—Mr Cowell: Suppose some popular means were adopted by lecturers to fully inform the general public as to what this means, and the possible advantage to children, do you suppose they would alter their views considerably?

Witness: I am doubtful about it.

318.—Mr Cowell: Do you think there is a deeply rooted antipathy on the part of the people to be educated?

Witness: The people cannot afford it. The population is very sparse, and they cannot afford to spare the time of young people from home.

319.—Mr Cowell: Take the small farmer—the average Manx agriculturist—don't you find, as a rule, he is willing to make sacrifices for his child?

Witness: Yes, he would; but *they* would find it harder to send their children than labourers would. I do not think the amount of sacrifice they would make would be sufficient to ensure the success of the scheme.

CANON MOORE'S EVIDENCE.

Canon Moore was next examined.

320.—The Chairman: You are vicar of Braddan—a Manxman—and have spent your life in the Island?

Witness: Yes.

321.—The Chairman: We would like to ask you, from your knowledge of the locality, what do you think of the prospects of parents desiring to avail themselves of such higher education as we are contemplating?

Witness: I think there would be among the country people a certain number who would wish to avail themselves of higher education, but they are a limited number, and would vary according to the class of people. In the country parishes there are some small farmers—tenant-farmers—who find it very hard to make ends meet, and to whom the services of the children are a very great consideration. There are other farmers — owners — who are not in such hard circumstances, and many of them would very gladly avail themselves of the opportunity of obtaining higher education for their children. In some cases they send their children into Douglas for the day, returning at night.

322.—Mr Ring: To what schools do they send them?

Witness: Some go from Braddan to the Higher Grade School, and some girls to private schools.

323.—The Chairman: Do you think evening continuation schools would be the best means?

Witness: Yes; that is the practicable way of doing it; at fees of 2d or 4d per week.

324.—The Chairman: If an evening continuation school was started in Braddan, and the fees were much as you have heard described, do you think there would be a sufficient number of young people attending to make it pay as well as it appears to pay in connection with the Higher Grade School in Douglas?

Witness: It would not pay so well as in Douglas, because we have not the number of children. We have had evidence from the schoolmaster at Baldwin, who has graduated at the University, as to what could be done to give higher education. But, if it is to be appreciated and sought after, we must have efficient masters to give secondary education. I should favour the employment of peripatetic teachers where necessary.

325.—The Chairman: How do you think such desire as exists in your neighbourhood might be best met? Would you have continuation schools or assisted scholarships to Higher Grade Schools at some neighbouring centre?

Witness: I think, as a rule, a continuation school, and, in exceptional cases, scholarships also for the boy who is exceptionally clever. The continuation school is, I think, the practical way of solving the difficulty, with the ordinary master for some branches, and the peripatetic master for others.

326.—Mr Drinkwater: Do you think the scholarship should be perfectly open?

Witness: Yes.

327.—Mr Drinkwater: Would you limit it to particular schools, or have it throughout the Island?

Witness: A gentleman having an affection for a parish might give a scholarship.

328.—Mr Ring: I understand we would confine it to people who want pecuniary assistance.

Witness: I do not see how you could do that with the present open system of free education.

329.—Mr Drinkwater: Take the Braddan Board School, give a boy a chance of a scholarship from that school to the Higher Grade School or a voluntary school in Douglas. Then let there be scholarships open to the whole of Douglas for King William's College. When a boy gets to King William's College, let there be open scholarships to the Universities. Would you limit it to any particular schools, or districts, or would you make it

perfectly open, so as to get the cleverest boy in the Island?

Witness: The fairest way would be to leave it perfectly open.

330.—Mr RING: You mean to the sons of men who could afford perfectly well to pay for it?

Witness: Yes.

331.—Mr RING: You have fully considered that?

Witness: I have not thought much about it.

332.—Mr RING: If you have a certain amount of money to spend in promoting the higher education of promising boys, would you not give that money to those boys who would not be helped on by their parents?

Witness: If it were given only to pupils in the parish schools, it would practically be confined in that way.

333.—Mr RING: Is it so in Braddan? Surely you must have the children of well-to-do farmers?

Witness: Not many.

Mr RING: In Douglas we have the children of well-to-do tradesmen.

Witness: The well-to-do farmers send their children to Douglas.

Mr RING: However, you think the money should go to those who want assistance, whatever means you adopt.

Mr DRINKWATER: I did not understand that was his answer first of all.

Mr RING: He said practically that would be so, if you confine it to the parish school.

334.—Mr RYMER: Is it your opinion that the scholarships should be, as in England, open to everybody, but only of nominal amount; and then, in case people require extra assistance to proceed with higher education, the scholarships should be increased?

Witness: You mean to increase it on account of poverty?

Mr RYMER: Yes.

Witness: I have not considered that. I would not like to give an opinion on that.

The CHAIRMAN: I do not think it was ever contemplated for a moment to assist that class in the community which is able to provide for the education of its own children. We were simply contemplating the assistance of that class that sends children to the elementary schools at present.

Mr RING: The School of Art have some scholarships; they have a list of names sent in, and they select out of those the most suitable.

MR PETER CADMAN'S EVIDENCE.

Mr Peter Cadman said: I am a farmer and landowner, and live at Glenlough.

335.—The CHAIRMAN: We would like to ask what demand there is, in your opinion, for secondary education?

Witness: I know very little about it, further than I think the farmers of the Isle of Man are so thoroughly weighted with their rents and rates that they have very little money to spend.

336.—Mr MOORE: Our rates in the Isle of Man are not to be compared with the rates elsewhere.

Witness: But our rents in the Isle of Man are higher than in any other part of her Majesty's dominions, and I believe the tenant farmers, as a rule, pay them with the skin of their teeth. Parents are very glad to have their children at home. During the time I have been on the School Committee, I do not think we had more than two children over 15 years old at school. If a child wanted to get further education he went to Douglas. I am not quite aware whether they teach navigation now in Peel, but when I went to school in Peel, Mr Cowley was the master there, and old Mr Cain. They turned out splendid officers of ships—both sailing ships and steamers—and clinking engineers, and no assistance was given to them at all. I begin to think whether there is not a great deal too much time lost in country schools, in teaching the children so much grammar. Of course grammar is a thing that ought to be taught, but I mean to say that in most cases children cannot apply that knowledge in their conversation. The Americans have found out the same thing.

337.—Mr COWELL: Is it the failings of the elementary system that you are on now?

Witness: It is a failing in the teaching, or something of that sort. If our farmers asked their children to do them a sum—to tell them the weight of a beast, or the price per pound, they could not do so. They cannot apply their knowledge.

338.—The CHAIRMAN: I think you are addressing us now rather on the failure of elementary education. Do they desire secondary education?

Witness: I do not think there is any desire for secondary education.

339.—Mr DRINKWATER: With regard to the higher age of 18 or 19, do you think it would do any good if, throughout the country, there were travelling instructors in such things as dairy work, farriery, &c.?

Witness: Still, there are so many simple books on farriery, that if you get a box of medicine you can do those things yourself.

Mr COWELL: Is a little knowledge a dangerous thing?

340.—Mr DRINKWATER: I mean the practical work of a shoeing smith, showing lads how to put on shoes, how to trim a horse's feet, what to leave alone, and so on; and showing girls how to make butter, how to wash clothes, how to cook and do laundry work. Don't you think that would do good?

Witness: It would.

341.—Mr DRINKWATER: Do you think people would attend?

Witness: They attended fairly well the dairy class.

342.—Mr DRINKWATER: Do you think that it did good?

Witness: It did a certain amount of good.

343.—Mr DRINKWATER: Do you think they would attend again?

Witness: They might attend.

344.—The CHAIRMAN: Your general opinion is that there is not any thirst for secondary education?

Witness: I am sure there is not.

345.—Mr COWELL: What do you base that on?

Witness: On the simple fact that as soon as the children have passed the school age they leave school at once. Those boys that become carpenters go to learn their trade. Some time ago there was a night school tried, but it was not a success. The fellows would far rather go to the smithy, or sit on the bridge.

346.—The CHAIRMAN: Don't you draw a distinction between the teaching on the higher subjects taught in the elementary schools, and which, I suppose, were taught in the night schools, and the technical—the practical—subjects which we are contemplating? Is it an answer, that because they do not attend the elementary schools, they would not attend evening schools where a more practical knowledge would be given?

Witness: They might attend, if the ratepayers pay the piper.

347.—The CHAIRMAN: But leave out of sight the question of rates.

Witness: I think that is a most important point.

348.—The CHAIRMAN: The most important point on which I wanted to elicit your opinion was whether, if there was a wider-spread knowledge as to the meaning of technical education, there would be a desire on the part of the people to avail themselves of it?

Witness: I think all the evidence we have had here this morning tends simply to show that men who like to get on will get on, they become bachelors of art, make their own furniture, make their own shoes, and teach a school as well. (Laughter.)

The CHAIRMAN: That is an exceptional case.

349.—Mr RING: Do they get on better without help?—No answer.

350.—Mr RYMER: Seeing that some of the County Councils in England are providing scholarships, do you think that would be any use here? For instance, in dairy work, the Cheshire County Council are providing scholarships for a ten weeks' course at Wallaston.

Witness: I think we are differently situated here. The younger girls go into town to be milliners and barmaids, and so on.

351.—Mr RING: How is the supply kept up of women in the farms?

Witness: We have no supply. We have to employ men instead. We cannot keep the children a day from school to be on the farm, where they are practically learning agricultural work without putting anyone to any expense, and are earning money by it.

352.—Mr RING: Don't women work in the fields in the Isle of Man?

Witness: Hardly a woman. I do not know a woman in our parish who does.

353.—Mr MOORE: Who makes the butter?

Witness: The wives and daughters, very often. The men get wages they are satisfied with, and the women will not go out to work.

354.—Mr COWELL: How do you explain that?

Witness: First and foremost, it is because of the children. If a woman has a baby, she cannot keep a child 13 years old at home to look after it.

355.—Mr COWELL: Do you mean to say from that it is undesirable that the children should be compelled to go to school to 14?

Witness: Parents ought to be allowed to keep them to help at certain times.

356.—Mr COWELL: You don't like to see women and children on the fields, do you?

Witness: Why in the world not? It is a healthy occupation.

357.—Mr RING: Do you think scholarships for teaching men agriculture would be of any use?

Witness: When you read the papers and see that Liverpool clerks are only too glad to clear snow away for two shillings a day, it does not look as if education was very much wanted.

Mr RING: It shows they are very much worse off when they go to unskilled work.

Witness: They get a poor unfortunate clerk who cannot do half a day's work. A good navvy is worth three of him.

358.—The CHAIRMAN: Do you believe in providing scholarships?

Witness: I say every bright lad who comes of poor parents ought to have a chance to get on in life.

359.—Mr RING: Would you not be in favour of having scholarships to bright lads to go to the Higher Grade Schools and so on?

Witness: To a certain extent, yes. But we must have hewers of wood and drawers of water. A ploughman is not an atom better for knowing geometry

360.—The CHAIRMAN: Do you think the evening continuation classes would be prosperous, having regard to the numbers attending them?

Witness: They would not pay.

361.—Mr DRINKWATER: You are quite satisfied that farmers would not like to be rated for secondary education?

Witness: I am certain they would not.

362.—Mr DRINKWATER: Do you think it would make a difference if the money is taken out of the Insular revenue?

Witness: You said, a few moments ago, it was the same thing; but it is not. The visitors pay the whole of the revenue practically.

363.—Mr DRINKWATER: If the revenue is applied to make grants in aid of the rates, where is the difference?

Witness: I think it is the farmers who go on in the old-fashioned way who have been able to hold their heads up the best.

REV. E. B. SAVAGE'S EVIDENCE.

The Rev. E. B. Savage was the next to give evidence.

364.—The CHAIRMAN: Can you give us any opinion as to what is the desire of the parents in the Isle of Man with regard to secondary education?

Witness: I am afraid I cannot. It is very difficult indeed to gauge the opinion of parents. You can only find out what the parents want when the supply is there.

The CHAIRMAN: You mean that they do not quite understand what it means?

Witness: I mean that they would not, beforehand, make expression of their feelings till they saw some chance of their wants being supplied.

Mr Moore: You mean that the supply would create the demand?

Witness: Yes. If there were facilities they would make use of them.

365.—The Chairman: Can you suggest the best means of spreading secondary knowledge? Would you do it through evening continuation classes?

Witness: I think there ought to be a regular gradation of steps from the elementary schools up to King William's College, and, if possible, to the Universities—or to Owens College for science students. I should recommend the extension from the elementary schools to be on the subjects of elementary education, for those who wished to go forward. Then the children that wanted to take technical subjects should go to the Higher Grade School, and those who wanted literary education to the Grammar School, and from there there would be scholarships to King William's College—and so we ought to get a regular gradation. I do not think that literary and technical education can possibly go on together at the same school, because in all public schools there is a classical and a modern side, which are as distinct from each other as possible, with separate masters and a separate curriculum. The pupils only meet at games and meals. The two things must be kept distinct. The training is totally different. If the parents of children from the elementary schools wish them to go in for technical training, it would be at the Higher Grade School, and if for literary, at the Grammar School. We already have those establishments in existence, and all they need is to be strengthened—if they need strengthening.

366.—The Chairman: You would not be in favour of evening continuation schools in country districts?

Witness: I am only dealing with towns.

367.—The Chairman: You would go in rather for the system of scholarships?

Witness: I do not say "rather." I mention that as one point. That is for the "cream" of the children. For the others I would strongly recommend evening continuation classes, and, where necessary, peripatetic teachers. But it seems to me that the only possible two subjects, from a technical point of view, that can be of use, are agriculture and navigation.

368.—The Chairman: You are leaving out girls altogether.

Witness: I am only talking about the boys at present. The girls do not go to King William's College. I remember some 20 years ago, I had to do with some chemistry classes in Gloucestershire. We got them founded there, and a teacher came from Stroud. The classes were very well attended. But we do not want chemistry here. They wanted it there because the great industry was the dyeing of cloth, and they wanted a knowledge of chemistry for the dye-works. But there are no works here at all that any technical education would lead up to.

Mr Cowell: There is mining.

Witness: Agriculture and navigation will always be needed. The girls will always want cookery and dairy work. Mining has only a restricted area, and is now confined practically to Foxdale; and there is no assay work done here.

Mr Cowell: It might be done here, though.

Witness: I certainly think those extensions from the elementary schools, and scholarships from the higher schools to King William's College are very essential points. There should be a "ladder."

369.—Mr Ring: With regard to technical education, you look upon it that some instruction in agriculture is the only subject that could be thought of for the Isle of Man?

Witness: Agriculture and navigation are very essential. In Douglas there are a large number—more than those who go fishing—who go to sea.

370.—Mr Ring: If we are giving something for secondary education, you say it would be better to devote it to the general culture of the child, making it more efficient in the ordinary subjects, and also in drawing, so as have training of hand and eye?

Witness: I believe in having the general instruction of children in elementary schools raised, and strongly raised, but what can you do with children when they leave school at the early age they do? I think we might easily go beyond the limit that is wise in the introduction of subjects in the elementary schools until we have the age raised. It is far better to have the children well grounded in what they learn, than to give them a stuffing of a great many things. But I take it there ought to be a chance for able children whom you find amongst all classes. They ought to have their chance in the world, and a "ladder" by which they can climb, if they want—but after they have left the elementary schools.

371.—Mr Ring: I notice you contrast the Grammar School, and the Higher Grade School, in speaking of the Grammar School as a literary School. Do you know the curriculum of the Higher Grade School yourself?

Witness: No, I do not, entirely; I know they go in for science.

Mr Ring: There are large requirements as to literary work.

Witness: I do not think it wise.

Mr Ring: The Science and Art Department have assisted them.

Witness: I doubt the wisdom of it. In all public schools, you have the classical side and the modern side.

Mr Ring: The Science and Art Department considered that scientific work alone was not the proper lines upon which to conduct education. In all science schools they are obliged to take a large literary curriculum.

Witness: That does not include Latin and Greek.

Mr Ring: Oh, yes.

Witness: Does it include Latin and Greek verse?

Mr Ring: No.

Witness: Of course they must know elementary Latin and Greek. Every chemist has to do that, but it is not a literary education.

Mr RING: It is literary in a sense, because it deals with literature, pure and simple.

Witness: It deals with language. I think myself in whatever scheme may be brought forward for secondary education, it would be a very great mistake to leave the Grammar Schools out of account.

372.—Mr RING: You look upon it that the Higher Grade School does not supersede the necessity for the Grammar School?

Witness: No; I look on the Higher Grade School as the modern side, and the Grammar School as the classical side. I think the two things must be kept distinct. I think that the scholarships from the different schools from the different parts of the Island to King William's College ought to be higher than they are; they are very poor.

373.—Mr RING: There is rather a tendency to separate by a sharp line the modern and the classical.

Witness: After a certain point in the school course, they must go off and keep distinct. Is not that so, Mr Walters?

Rev. F. B. WALTERS: I do not like a technical education at all which has no literary side to it. I should like the modern sixth and the classical sixth to be at English literature together. Though they cannot meet on Latin and Greek literature, they can on English literature.

Witness: I am speaking of what is possible here. The boys that go to the Grammar School would naturally go to King William's College and the University. The sharp boys that get exhibitions in the Higher Grade School would probably go to Owens College. I think the one line is just as worthy as the other; but I think the two things must be kept distinct.

374.—The CHAIRMAN: You have shown us what would be the effect of a system of scholarships for literary boys, and for those who want to go on the modern side. Now about the evening continuation classes, that you would still propose to have in the parishes?

Witness: The great difficulty in Douglas is that all boys are so much sought after in the summer time, that it is hard to continue their education after the school age. We find it very much the same in our Sunday schools. Boys do not turn up on Sundays, and on inquiry you find they are employed as errand boys, and that they were not in bed till three in the morning. When boys reach the limit of legal school age, and are able to do good work, they are taken away, and I doubt if you could keep them. You might keep them at evening continuation schools.

375.—The CHAIRMAN: I think you sketched for us something that was very valuable as to what you would do with the brighter children in the country elementary schools—those who showed literary taste you would send, by means of scholarships, to the Grammar School and King William's College, and the Universities—those who have a taste for the modern side, you would send to the Higher Grade School and Owens College. I quite understand that. But I understood you to say that over and above those scholarships which would provide for bright children, you would have evening continuation schools in these parishes as well. I only ask you to remember that by the scholarships you would be withdrawing the flower of the flock, the cream of the children who would avail themselves of evening continuation classes in these districts.

Witness: I do not think the children who take scholarships would be such a large percentage as to make any difficulty.

The CHAIRMAN: It would be the cream off the milk.

Witness: It always must be.

376.—Mr RYMER: Are you acquainted with any school on the Island, except King William's College, that takes Latin and Greek verse?

Witness: I believe in the Grammar School they take Elementary Latin and Greek verse; but it seems to me more natural, from the instruction the boys would get there, that they should go from there to King William's College, and more natural that they should go from the Higher Grade School to Owens College.

377.—Mr RYMER: Would they not be able to take the Science Tripos if they went on to Cambridge instead of to Owens College?

Witness: Yes; but I do not suppose they would go to Cambridge from the Higher Grade School. I should think Owens College was as good as the scientific side of Cambridge.

Mr RYMER: There are more entering for the Natural Science Tripos than for any other.

Witness: I was not aware of that, but I know it is coming forward. Owens College seems to afford a practical grounding for them. I have a great idea of Owen's College for boys in that line.

378.—(To the CHAIRMAN): You were asking what possible fees might be paid. The actual fees at the Grammar School are as low as £6 a year, but with books, &c., it comes to £9 a year. There are over 40 boys, and the number is increasing. I do not think that school ought to be left out of view by the Commissioners in dealing with the subject. I think it might be wise if you asked Mr Barthelemy to give evidence.

The CHAIRMAN: I have not got the Commission at hand, but the Commission distinctly directs us to consider it.

Mr MOORE: No school of any sort or kind will be left out of view.

MR D. M. ROBERTSON'S EVIDENCE.

Mr D. M. Robertson, principal of the School of Art, Douglas, was next examined.

379.—Mr MOORE: Do you find students come forward readily for examination?

Witness: No; they are very much averse to being examined.

380.—Mr MOORE: Do you refer to the day or night schools?

Witness: The day pupils are more averse than the night class.

381.—Mr MOORE: Both Art and Science?

Witness: Both.

382.—Mr MOORE: Do the grants go far to pay the expenses of your class?

Witness: They go a long way; but the grants have been gradually withdrawn by the Science and Art Department. The Department declare that this grant is not intended to be a permanent one, that it may be withdrawn gradually or altogether; and it is intended that, by and bye, each local centre should support its classes directly.

383.—The Rev. F. B. WALTERS: Is not the grant based on results?

Witness: Yes; the results are being made much more difficult, both in Science and Art. Certainly, in some Art subjects, the standard has been raised in the last four years.

384.—Mr RING: Is that with the object of reducing the amount payable?

Witness: Yes; they could not pay the grants now, if the standard were the same as twelve years ago.

385.—Mr MOORE: What about the attendance of girls?

Witness: They attend my classes more regularly than boys.

386.—Mr RING: On what system is it done at the School of Art? About your building first of all?

Witness: The building is not an ideal one as a School of Art. It is the property of the Committee.

387.—Mr RING: I believe it is encumbered?

Witness: There is about £240 of a mortgage upon it.

388.—Mr RING: On what terms is the school conducted, as between the Committee and the master?

Witness: I am sorry to say it is farmed out, pretty nearly.

Mr RING: The fees are fixed by the Committee? What you mean is that there is no fixed salary paid to the master?

Witness: None.

Mr RING: You get the room and pay all expenses of lighting and heating?

Witness: I pay all expenses and rates, the cost of the care-taker, and insurance; and I take the fees and grant.

389.—Mr RING: What is the system of classes there?

Witness: We have in the day two classes for advanced pupils, and for those who are able to devote part of the daytime to study of Drawing and Painting; and Industrial classes for the evening.

390.—Mr RING: The day classes are attended by people of more leisure; and the night classes by whom?

Witness: I wish I could say they were chiefly attended by artisans. I cannot say that fairly.

391.—Mr RING: Are they attended considerably by artisans?

Witness: Oh, yes, there is a considerable number of them.

Mr RING: What is the total number?

Witness: A dozen actually engaged in the constructive trades.

Mr RING: Out of what total?

Witness: I am speaking of the average attendance—out of a total of 60.

Mr RING: About one-fifth belong to the artisans? Who are the others?

Witness: There are about twenty pupil teachers. Then we have girls who have a couple of hours to spare in the evening, who study Drawing as an accomplishment—not with the idea of making any direct use of it.

Mr RING: About half, then, are using the classes for industrial or technical purposes?

Witness: Much more than half.

392.—Mr MOORE: Which do you think the best method of promoting the study of Drawing?

Witness: Certainly, to do away with the method of payment by results; to substitute an Inspection, or to give a fixed grant for Drawing. As time goes on, classes will cease to be self supporting, with the system as it is at present. A previous witness has pointed out that they have raised the standard in Chemistry. That has been going on for a long time in Art. About four years ago they raised "Perspective" quite 50 per cent, and it has remained so since then. They raised Free-hand Drawing about 50 per cent. at one time, but they have let it drop since.

393.—Mr MOORE: The result will be that it will become more and more difficult to support the schools?

Witness: It becomes more and more difficult for the teacher to make a living.

Mr RING: That is the same thing. Up to now it has been fairly self-supporting, and it was worth your while to remain on those terms, but you see things are rapidly going in a direction which will lead to it being impossible.

Witness: Not rapidly—slowly.

394.—Mr G. DRINKWATER asked if there was much demand for Mechanical Drawing.

Witness: Certainly not. I heard what Mr Ridge said with regard to the engineers' desire to improve themselves. I can only say I have not found it so. We teach Mechanical Drawing and Machine Construction, and we have never had more than three pupils, I think, studying at the same time.

395.—Mr RYMER: Does that remark apply to building construction?

Witness: Yes, if I make this explanation—that I do not recommend them to take Building construction or Machine Construction without some preliminary work. There is no use, without they know some Geometry.

Rev. F. B. WALTERS: You mean Geometrical Drawing?

Witness: Yes. When they come to me, they suppose they can start Mechanical Drawing before they do any Geometrical Drawing.

396.—Mr RYMER: I should like your opinion as to the Technical Instruction Act, under the provisions of which many schools have been handed over to the control of the County Councils.

Witness: I have not thought over the matter at all. Inasmuch, as the Town Council are usually able to spend more than a voluntary committee, I think it would tend to make the School of Art better equipped. There may be many sides to the question; I have not

thought of it. It might not be managed so well under Town Councils.

Mr RYMER: Many schools, such as you have mentioned, have been handed over to the Town Council simply because they cannot exist under the voluntary system.

MR R. J. CLAGUE'S EVIDENCE.

Mr R. J. Clague next gave evidence.

397.—Mr DRINKWATER: You are a farmer, and are also in touch with the farmers and land-owners?

Witness: Yes.

398.—Mr DRINKWATER: What is your opinion about the improved secondary education in the Isle of Man?

Witness: I think there is a considerable demand for it.

399.—Mr DRINKWATER: In what way?

Witness: In the form of advanced classes in the day schools, and continuation classes in the evening.

400.—Mr DRINKWATER: That is limiting your remarks to the country?

Witness: Of the country I am speaking altogether.

401.—Mr DRINKWATER: What subjects would you advise for the day schools?

Witness: For the day schools after they had passed standard six, I should say the principles of agriculture, and various technical subjects which might be required.

402.—Mr DRINKWATER: Do you think you could get children to attend?

Witness: From inquiries I have made in Braddan, I find a considerable demand for it. I can quite bear out the statement of Mr Quayle for one school. From inquiries I have made, I find that 15 per cent. of the parents in Braddan are anxious for Higher Grade education generally.

403.—Mr DRINKWATER: Would they be prepared to pay any fees?

Witness: I think so.

404.—Mr DRINKWATER: Then about the continuation schools at night—what subjects would you demand to be taught there?

Witness: I think the literary and technical subjects should be taught. I quite agree with Mr Savage that there should be scholarships from each parish—one from the day schools and one from the evening continuation classes, so as to encourage both.

405.—Mr RING: Then do you think that parents would allow children to remain longer at the day schools?

Witness: In Braddan, about 15 per cent. are in favour of allowing them to continue their education to 16 years.

406.—Mr RING: How do you arrive at that?

Witness: By personal inquiry from the parents. Since I got notice of this inquiry, I have come in contact with a good many.

407.—Mr RING: What would these parents be?

Witness: Farmers, mostly—small farmers.

408.—Mr RING: The vicar seemed to think that they send their children to Douglas.

Witness: A few send children to Douglas; but if we had more advanced classes in the same neighbourhood they would go to them.

409.—Mr RING: I suppose only a small proportion go on account of the distance?

Witness: That is so.

410.—Mr DRINKWATER: Do you think the girls would make use of dairy schools?

Witness: I think they would, if properly carried out. I do not know that they would be of very great advantage in connection with our evening schools, but if the Education Board, or some other authority, took the matter up, and had a teacher going to different centres in the Island, I believe it would be a very great advantage to farmers. I believe the last experiment did good, and that, if carried out, it would be very advantageous to farmers.

411.—Mr RING: You have heard the suggestion to have school gardens, which are adopted largely in Ireland. Do you believe in them?

Witness: They would be very instructive no doubt, to the children.

412.—Mr COWELL: Do you believe the knowledge that would be imparted would be of any, practical use in farming?

Witness: Yes, I believe it would. If they learnt the theory in our schools, at home they could learn the practical part.

413.—Mr COWELL: Do you find that, as a rule, farmers are ignorant about matters purely agricultural?

Witness: To a large extent I am afraid it is the case.

Rev. F. B. WALTERS: I suppose that practically it is entirely the case? They do not know what particular manure should be given to a particular crop. It is more a rule of thumb than anything else. They have been told that other people do it—that is all.

Mr RING: I suppose that is all we know about a poison or anything else. It is all empirical.

414.—Mr COWELL (to witness): You believe a good number of the parishioners would be prepared to make a sacrifice to continue their children's education to 16?

Witness: I do not think it would mean much sacrifice for parents to leave them in the day schools to 16. In the case of the evening continuation schools it would not entail a sacrifice on the working classes. It is a question whether they should be in school learning something, or standing by the roadside.

415.—Mr RING: We are told that in Marown, young men would never attend the evening classes. Can you say how far you agree with that?

Witness: From my experience in Braddan, I am thoroughly convinced that if we only give boys the opportunity of improving themselves, they will certainly avail themselves of it. I do not agree with Canon Clarke. Canon Moore takes a more hopeful view.

416.—Mr COWELL: You would not expect all this advantage to come in at once?

Witness: Not at all.

417.—Mr Cowell: Do you believe that if the farmers once saw the advantage, the demand would grow?

Witness: I believe it would.

418.—Mr Drinkwater: Do you think the farmers would be averse to being rated for the purpose?

Witness: I think the best way would be out of the revenue.

Mr Drinkwater. It would not be so noticeable. (Laughter.)

419.—Witness: In addition to advanced classes in day schools, and continuation classes in the evening, I would strongly recommend libraries in connection with each of our schools. From my knowledge of country people, and lads in particular, I find there is a growing demand for it.

Mr Ring: You mean a library lent out to the whole parish?

Witness: At the present time, the town boys have every advantage in that direction. The country lads, once they leave school, have no books to read, and no funds to get them. I think the School Committees should be empowered to provide it.

Mr Moore: Such a scheme could be established in connection with the Library in Douglas. I think where our system breaks down is that we educate young people to a certain point, and then it is entirely broken off.

CAPT. REDDICLIFFE'S EVIDENCE.

Capt. Reddicliffe said: I live at Laxey, and am a mining manager.

420.—The Chairman: Have you heard any demand for higher education among the mining population?

Witness: I have scarcely ever heard of any one wanting it.

421.—The Chairman: You scarcely think technical education will be taken up at Laxey.

Witness: Personally I think it would, but you require to make people understand it; at present they do not appreciate it. Parents have not been sufficiently educated to understand what it means.

422.—The Chairman: If more information was given as to the subjects we propose to teach, would parents avail themselves of it?

Witness: In course of time—it would be slow work.

423.—Mr Drinkwater: Do many boys go from Laxey to Douglas to the Higher Grade School.

Witness: Very few; I have known only three or four.

424.—The Chairman: We have heard that from Foxdale and Laxey, a large number of young men have been emigrating to South Africa and elsewhere.

Witness: That has been the case previous to the last two years; it is not so much the case now.

425.—The Chairman: Do they find they are behind hand, through not having secondary education, or such advantages as we propose to place at their disposal?

Witness: I should think a practical knowledge in mining quite qualifies them for anything they undertake there. They do not feel the want of it. They do their day's work which they have been accustomed to do.

426—The Chairman: Would not a little practical knowledge of joinery and even of cookery be extremely advantageous, if a young man was proposing to settle in South Africa?

Witness: It would.

427.—The Chairman: Those considerations might lead him to avail himself of it?

Witness: I rather doubt it. I think there are few who would take that view of it. They feel they are quite qualified for anything when they have gone through their training as miners.

428.—Mr Cowell: Supposing a practical miner went to South Africa, and was offered a position as mining manager, he might have practical knowledge, and yet not know how to make a drawing. Is it not very desirable that that man should have some technical training?

Witness: It is desirable, but to make the man himself understand it is another thing.

429.—The Chairman: What happens to the brighter boys at Laxey?

Witness: Generally they find their way to something else. If he is a sharp lad he is not satisfied to go underground to work; he goes somewhere else.

430.—The Chairman; Supposing that in course of time we could get a considerable number of young people at Laxey to avail themselves of technical education, what would be the best means of imparting it, scholarships to the Higher Grade School, or evening continuation classes—or a mingling of both those systems?

Witness: I think it should be begun on a small scale. If the cost were to fall on the rates, I think, at any rate, that is the view the ratepayers would take of it. Perhaps the best mode would be by evening continuation classes, conducted as cheaply as possible for a few years. You would not get a large number to attend at first. But if money is no difficulty, I suppose something more would be better.

The Chairman: Money is always a difficulty.

431.—Mr Moore: Has the Mutual Improvement Society a good hold on the lads?

Witness: I think the less we say about the Mutual Improvement Society the better. A few staid individuals like myself are trying to encourage others to go, but they do not care for it.

432.—Mr Cowell: Do you mean the Reading Institute?

Witness: No; that refers to another institution. Although there is a large room, made as comfortable as circumstances will allow, there are only about thirty members on an average, perhaps less, out of a large population.

433.—Mr Cowell: And there is a good supply of books?

Witness: Fairly good, and papers too.

MR EDMUND KERRUISH'S EVIDENCE.

Edmund Kerruish, mining engineer, Laxey, was the next witness called.

434.—The CHAIRMAN: Are you, in general, of the same mind as the previous witness?

Witness: To a great extent.

435.—The CHAIRMAN: What do you say with regard to the demand?

Witness: There is not a great demand; it is only very limited.

436.—The CHAIRMAN: Do you think if the matter was better understood, the demand would increase?

Witness: I think it might increase; still there is rather a doubt about it.

437.—The CHAIRMAN: Do you hold with him that evening continuation classes on a small scale, to begin with, would be the best way of imparting secondary education at present?

Witness: Yes, I think it would. I also think a peripatetic teacher would be better than the local master. I think the masters have quite sufficient to do as they are at present. I think that agriculture, mining, and dairy work are subjects that would be better taught by a peripatetic teacher.

MR W. M. KERRUISH'S EVIDENCE.

438.—Mr RING: You know the Isle of Man very well, generally?

Witness: Yes.

439.—Mr RING: Including the country districts?

Witness: Particularly around Douglas.

440.—Mr RING: Do you think there is any desire amongst parents for higher education for the children?

Witness: There is a certain demand, but it is a demand that I think is almost entirely filled by the present Higher Grade School. That applies to Douglas, and the district surrounding Douglas.

441.—Mr RING: You think the Higher Grade School supplies the demand in the country?

Witness: For that class of education.

442.—Mr RING: There are very few children from the country in the school; aren't there?

Witness: There are a number of children from the country. There would be more if it was known that the school was bound to take country children as well as town children. It is not generally understood that a country child is as much entitled to admission as a town child.

443.—Mr RING: You think a great many would like to go that are not there?

Witness: Yes.

444.—Mr RING: That school is practically filled at present. You mean that by extending that school, you would supply the district?

Witness: I do not think the demand in the country is sufficient to justify us in providing additional school accommodation in that area.

445.—Mr RING: What would you say about the evening continuation classes in the country?

Witness: They are not needed.

Mr RING: You think not?

Witness: I am sure they are not. I should not say they are not needed. The education is needed; but it would not be appreciated to the extent that would be necessary. Even in Douglas, the attendance at evening continuation classes is only one person out of every 80 families. You could not expect it to be any better in the country.

446.—Mr RING: Are you of opinion that if we set up Higher Grade Schools in the districts outside the town, the people surrounding Peel, Castletown, &c., would avail themselves of it?

Witness: I have no doubt they would avail themselves of it, to a certain extent, in the outside towns; but the constituency is not sufficiently large to justify the establishment of a Higher Grade School. A number of persons come from outside schools into Douglas at present. I know more would come if it was available.

447.—Mr RING: Do you mean to say they come each day?

Witness: I know cases from Laxey, Ballasalla, and Port Erin. The children go in and out of town the same day.

448.—Mr RING: Would not many parts of Braddan be too distant?

Witness: No.

449.—Mr RING: Do you think they would come four or five miles?

Witness: I believe it is impracticable to put the school any nearer. I have been staying in Baldwin lately, and I notice that people avail themselves of the milk carts and other carts, in order to go into town.

450.—Mr DRINKWATER: Do you think the parents who send their children to the Higher Grade School could afford to pay higher fees? Do you think the expenses might be reduced by their paying a higher fee?

Witness: I do not think that it would be fair. That would be the other side of class legislation. We could not say to one parent—you are to pay so much more, and to another so much less.

451.—Mr DRINKWATER: Do you think there would be an advantage in having a secondary class in the elementary schools?

Witness: I would rather prefer a scheme of scholarships from the present elementary school to the Higher Grade School. Only a small number of children stay at school a sufficient length of time to require secondary education. You have a very small number in standards 7 and ex-7. I think a lad is able to matriculate from the Higher Grade School to the London or Victoria Universities. I would suggest there should be nothing intermediate between the Higher Grade School and a public University. As far as the Grammar School is concerned, I was educated there myself. I consider the education given there is not equal to that given at the Higher Grade School. It would be a waste of time to send a boy from the Higher Grade School to the Grammar School, and I believe the same remark applies very much to King William's College. In the Higher Grade School pupils are taught by trained and certificated masters.

King William's College is not under certificated masters, nor is it a public school, or a school under public control. Another objection to these is that they are sectarian schools. For those reasons I do not think that either the Grammar School or King William's College would be acceptable to the people of the Island. It is quite unnecessary to have any intermediate step between the Higher Grade School and one of the public Universities.

452.—Mr RING: You spoke of Victoria and London; but you could not send boys from the Higher Grade School to Oxford or Cambridge?

Witness: It is a matter of choice more than anything else.

Mr RING: The classical side is not sufficiently attended to at the Higher Grade School.

Mr RYMER: Only to take pass degrees, not to go in for honours and classics.

Mr MOORE: All you want to do is to pass your "little go" or "smalls."

Mr RING: You would not send anybody to the University who was not going for honours.

Mr RYMER: If a pupil were going in for honours, he would have to go in either for mathematics or natural science.

Mr MOORE: After all, this discussion is only arising out of an expression of opinion on the part of the witness.

MR JOHN TAYLOR'S EVIDENCE.

Mr John Taylor, Douglas Town Librarian, was next called.

453.—Mr MOORE: Are you of opinion that the public libraries could assist in the popularisation of technical and higher education?

Witness: I am, and I know that public libraries in England do so.

454.—Mr MOORE: Can you mention any cases?

Witness: Wigan, Wolverhampton, Liverpool, Bootle, Derby, &c.

455.—Mr MOORE: How do they do it?

Witness: Through classes under the Science and Art Department, and by placing suitable books on technical subjects in the libraries. They have done it for some years.

456.—Mr MOORE: How would you propose to apply the Act so as to assist in the matter before us, as regards the Isle of Man?

Witness: I would extend the Public Library Act so as to have a central library in Douglas, with branches in the other towns and larger villages.

457.—Mr MOORE: What experience have you had in Douglas as to requests for books on technology?

Witness: A good deal. I find that in Douglas a number of workmen are using the books that we possess on technical subjects. Those books have been put in at their own special request by the Library Committee.

458.—Mr MOORE: What would be the cost of such a scheme as you propose?

Witness: The cost would be that incurred by keeping the libraries open for a couple of hours in the evening for three or four evenings in the week. At Bebington, in Cheshire, they have them open four evenings in the week, extending two hours, and largely taken advantage of. The cost is not very great, and would merely mean the cost of the caretaker and the storage of the books. I would propose that you should have something like 1,000 books on technical subjects, and that they should be circulated. I have here a catalogue of such books, dealing with such subjects as agriculture, ships and ship building, architecture, ornamental art, sewing, baking, &c. The Liverpool librarian says they are availed of to a considerable extent in Liverpool, and in connection with lectures they are doing a vast amount of good.

459.—Mr MOORE: Where would you place your branches in the Island?

Witness: Ramsey, Peel, Castletown, Laxey, Ballaugh, Michael, Baldwin, and St. John's or Crosby?

460.—Mr MOORE: How would you work those libraries?

Witness: They have, I believe, a system in Australia which is worked from Melbourne. About 250 books are kept at each centre about six months, and then sent round, and come back to the central library in course of time, and then a new set is sent round again. The establishment of a central library of technical works would be the first cost. I have gone through this catalogue. There are 884 works in Liverpool on technology alone. At the central library, the Picton Brown Reading-room, they have a larger selection. You can buy these works at about an average of 7s 6d per volume. At Wolverhampton, where they have had this system going on for some time, it has been very successful. Last year they had nearly 1,000 students in their School of Art and Science; and each teacher in that school has a list of the books in the library, prepared by the librarian, that would suit the students to come and refer to, at any time during the week.

461.—Mr RYMER: Have you found that the evening classes in Douglas have given an impetus to the desire for technical work?

Witness: I have had a large number coming for books on Chemistry after lectures on that subject.

MR. L. L. VULLIAMY'S EVIDENCE.

Mr Vulliamy was next called.

462.—The CHAIRMAN: What do you gather of the desires of the people of Braddan? We have had two varying opinions about it.

Witness: I think in the country there is very small desire at present for higher education, but there is no doubt people could be educated up to it.

463.—The CHAIRMAN: Have you any views as to the best way of stirring the people up to understand this better? Would you do it by lectures or by the Press?

Witness: I think by the Press, or if some small pamphlet on the subject were circulated, it might do some good.

464.—The CHAIRMAN: At this late hour I won't ask you to go over the whole ground, but I would like to ask how you think we can best give secondary education?

Witness: I am inclined to think evening continuation classes are the best means of teaching technical and industrial subjects. I think the children on reaching the fifth standard should have the option of taking up industrial subjects, instead of the ordinary subjects, so as to qualify them for any particular trade or business that they contemplate going into.

465—.The CHAIRMAN: You mean in the elementary school?

Witness: Either in the elementary school, or they might be allowed to go to a centre for instruction. But I attach a great deal of importance to the industrial and technical education—more so, I think, than to advancement in education in ordinary subjects.

466.—Mr DRINKWATER: You think the industrial and technical education could not be managed while at the continuation schools; it would have to be taken at a centre?

Witness: Where any considerable amount of apparatus was needed, it would have to be at a centre.

This concluded the examination of the witness, and the Commission rose.

SECOND DAY.—CASTLETOWN, MONDAY, JULY 20TH, 1896.

The Commission on Secondary and Technical Education sat at the Court House, Castletown, on Monday, the 20th July, and took further evidence as to the requirements of the district with respect to extended education, and the best means for extending the same. The Lord Bishop of the Diocese presided, and the other members of the Commission present were: Mr George Drinkwater, J.P., the Rev. F. B. Walters, M.A., Mr J. W. Rymer, B.A., Mr A. W. Moore, H.K., J.P., Mr John Joughin, H.K., J.P., Mr J. R. Cowell, H.K., J.P., and the Secretary (Mr R. Garside).

The CHAIRMAN: In opening the proceedings to day, allow me to say, in the first instance, that I have received, with much regret, a letter from Mr Ring, stating that, owing to professional engagements in the Court at Douglas, he is not able to be present with us either here to-day, or to-morrow at Ramsey, or on Wednesday at Peel. His absence is to me a matter of deep regret, and that regret will doubtless be shared by the other members of the Commission, and the public generally. (Hear, hear) Now, let me say that for the purposes of evidence, we have divided the Island into four separate districts—first, Douglas, including Laxey; second, Peel; third, Ramsey; and lastly, Castletown. The Commissioners have already taken evidence as to the demand for secondary and technical education in the Island generally, and likewise in the Douglas district; and they now require evidence in the other districts which I have just named. Now, we are here to-day at Castletown to inquire into these matters so far as they relate to the Castletown district. But I think it may be desirable that, in the first instance, I should say one or two words as regards definitions. By "the Castletown district," we mean the town of Castletown and the four parishes of Malew, Santon, Arbory, and Rushen; and I trust all will bear in mind, and that the public generally will bear in mind, that under the head of secondary education we include navigation, agriculture, chemistry, wood-work, shorthand, type-writing, book-keeping, cookery, music, and other subjects as well. We have come here to-day with the desire to be informed in the first place as to the demand of parents for such instruction to be accorded to their children in this district; in the second place to inquire as to the existing means available for these purposes; and lastly, as to the best mode or modes of providing it—either by a centre, or by evening continuation classes, or by both. I have put before you as clearly as I am able, the district concerning which we wish to make inquiry, and the subjects on which we desire to be informed, and I think I had now better proceed at once with the examination of witnesses who have been summoned to give evidence. I may remark that I do not propose to administer the oath, which we are empowered by the terms of the Commission to administer, unless in special cases where there should appear to be special need.

MR E. T. SHEPHERD'S EVIDENCE.

The CHAIRMAN: Now, Mr Shepherd, believe you are head master of the boys' school at Castletown, and likewise secretary of the Teachers' Association?

Witness: Yes.

467.—The CHAIRMAN: Now, the first point on which I wish to elicit some information from you, is as to the desire of parents for the secondary education of which I have been speaking. According to the report which you have sent in to the Committee, we are led to gather that the desire seems to differ in different parishes in this district.

Witness: Yes, that is so.

468.—The CHAIRMAN: In some, it is chiefly confined to the desire for higher education for girls?

Witness: Yes; in the parish of Santon, I think, there are only seven replies out of 32

inquiries. They were all girls. In Rushen, at Port St. Mary, there were 28 favourable from the girls' school, and only one reply in the boys' school.

The CHAIRMAN: Then, in some parishes the desire would be confined, for the most part, to girls?

Witness: Yes.

469.—The CHAIRMAN: What subjects are desired to be taken for girls? Cookery, for the most part?

Witness: Yes. Miss Hodgkinson is here, and will speak better as to that.

The CHAIRMAN: We will take her evidence afterwards. Am I right in saying that cookery is chiefly desired?

Witness: Yes.

470.—The CHAIRMAN: Could not this instruction be given in elementary schools?

Witness: It could be given if there were room. I am afraid in most schools there would not be accommodation. By providing extra class-rooms, it could be given.

The CHAIRMAN: You say that by addition to the elementary school buildings, the desire, so far as the girls are concerned, might be met?

Witness: Yes, it might be met in the elementary school buildings.

471.—The CHAIRMAN: I notice on pages 5 and 6 of the report that has been sent in, you state that out of 50 letters of inquiry sent to parents of boys in standards 5, 6, and 7, 35 replies were sent in as regards boys in Castletown?

Witness: Yes.

472.—The CHAIRMAN: What branches of education would this refer to?

Witness: There is a desire expressed for woodwork, shorthand, book-keeping, and drawing.

473.—The CHAIRMAN: Was there any desire in Castletown for agriculture?

Witness: There was one boy who did not belong to the parish who applied.

474.—The CHAIRMAN: Apart from the question of fees, what existing agencies are there in Castletown, or the immediate neighbourhood, for imparting knowledge in the subjects in which boys require secondary education?

Witness: There is a grammar school in Castletown, and classes are, I think, held by one of Lady Gell's daughters in wood-work—fret-work, I think it is, chiefly—at a building in Alexandra-road, nearly opposite the Boys' Board School. Then there is the College in the immediate vicinity; there is a High School for girls, and there are one or two private schools. I do not think the private schools go above the level of the ordinary elementary education in Board Schools. They do not take boys above eight or nine years of age, and we find the children have not an education beyond, or even up to our standard.

The CHAIRMAN: You are speaking now of agencies for elementary education as well. Distinctly, again, what are the agencies existing for secondary education?

Witness: The Grammar School and the College for boys, and the High School for girls.

475.—The CHAIRMAN: I suppose I am right in assuming that the Grammar School and King William's College charge fees which parents would be unwilling to pay, and which, in the majority of cases, would be above their means?

Witness: Yes.

476.—The CHAIRMAN: In your judgment, would it be best to make provision for the secondary education that is needed for this class of boys by erecting a Higher Grade School in this district, by building a "ladder" to existing institutions, or by evening continuation classes?

Witness: In the first place, I do not think we have the numbers to support a Higher Grade School, but I would adopt the means of adding classes of an advanced character to the ordinary elementary day schools; and also for those who have gone beyond evening continuation classes.

477.—The CHAIRMAN: You have said nothing as to the "ladder" to the Grammar School and King William's College?

Witness: I have thought about that. You might do it by scholarships; but not many parents would be able to keep their children at school to the age that would be necessary. Fifteen would be the outside age to which most parents at Castletown would be able to keep their children at school. In a very few cases they might be able to keep them beyond that. In those cases they could have scholarships to the Grammar School and King William's College.

478.—The CHAIRMAN: Your answer would be modified, I suppose, if handsome scholarships were provided?

Witness: Yes.

479.—The CHAIRMAN: Now, if the Commissioners were to see their way—I am putting the case hypothetically, for we have come to no conclusions yet—to recommend the erection of a Higher Grade School in Castletown, would it be valuable for the whole district that I have named?

Witness: It would be valuable, but I do not think you would get any considerable number of children from the large parish of Rushen. I do not think it would be used.

480.—The CHAIRMAN: The other parishes might use it?

Witness: They might; but so few send in from those parishes at present that we have not a great deal to go upon, and I do not think we could support a Higher Grade School. Still, I think we might very well put a Higher Grade top on our school, or some other school in the parish, as a centre.

481.—The CHAIRMAN: What fee would you charge?

Witness: I think Is is the cost per week in Douglas.

The Secretary: It is 9d in Douglas—that is the limit.

The CHAIRMAN: The cost is, I think, one shilling, including books.

The Secretary: That is not a legal charge.

Mr RYMER: That applies to the Elementary Department—not the Science Department.

482.—Mr J. R. COWELL: Who conducts the High School for girls?

Witness: A Miss Taylor.

483.—Mr COWELL: Is it a private institution?

Witness: I do not know that it is private.

484.—The Rev. F. B. WALTERS: It is under a body of trustees. I am one of the trustees, and can tell you anything about it. (To Witness): There is just one question I wish to ask you. You say to have cookery it would be necessary to have other class rooms?

Witness: In most schools it would.

485.—The Rev. F. B. WALTERS: Supposing that the present schools were dealt with by the Education Department, structurally, would not many of them fail to pass the standards required by the rules? Are not the buildings for the most part a good deal below the requirements of the Department. In England they have been pulling them up a good deal. The last minister did. A good many of them were found to be below the requirements.

Witness: In a good many of the schools—in most of the schools—there is only one, or at most two rooms. It would be almost impossible to take any secondary work in those.

486.—The Rev. F. B. WALTERS: But if the inspectors pulled them up to the point that is required by the code, would not that practically provide what you want?

Witness: Cookery is not a compulsory subject, and, therefore, the managers of schools do not provide it.

487.—The Rev. F. B. WALTERS: But they would have to provide an extra room at present, to bring them up to the requirements of the code?

The Secretary: Only a few. Most of them have a second room now.

488.—Mr DRINKWATER: I would like to ask you whether you think that Castletown would approve of an additional rate for the erection of a Higher Grade School?

Witness: I do not think so. They would not mind if it was paid out of the Insular revenue. (Laughter.)

489.—Mr COWELL: Do you attempt to explain the indifference of the parishes on this question? Do you attempt to explain the indifference of the parents in not giving an answer?

Witness: I daresay most of them do not understand what is meant by the education to be given. Most of them would take their children from school as soon as they had reached the age of 14, or had passed the standard at 13.

490.—Mr COWELL: That is a point we had before—whether in sending out the inquiries, they understood what it meant.

Witness: They did not, in the first instance, understand the simple question—did they desire higher education? I had very few replies favourable. I think it was not understood. I think we had only seven or eight replies saying they wanted better education. Most of them said they were quite satisfied. I think most of them did not understand what was proposed.

491.—Mr COWELL: Supposing it was explained to the average yeoman, what was meant by secondary education—do you suppose their judgment would be affected?

Witness: I think there would be a greater desire than at present. I do not think many of them like to give an opinion until they know what they are likely to get, and what it is likely to cost them.

492.—The CHAIRMAN: There was no definition given in your letter of inquiry?

Witness: Not in the first letter. In the second letter I mentioned the subjects which it was proposed to take—joinery, book-keeping, mathematics, drawing, shorthand, science, and domestic economy, and millinery for girls. I sent out a letter telling them those subjects might be taught, and then I obtained 35 out of 50 replies in my own schools.

The CHAIRMAN: Then, as information was spread with regard to the meaning of the term, the answers became more favourable.

493.—Mr COWELL: Supposing the matter was fairly understood, do you think there would be a considerable difference in the demand?

Witness: I think there would; it would depend a great deal on the fees. Of course I had to make my letters conditional. A great many "ifs" were in them.

494.—The CHAIRMAN: I think it ought to be said with respect to the 50 letters sent out in Castletown, out of which 35 favourable replies were returned, that those were sent to the parents of children in standards 5, 6, and 7 only.

Witness: Yes; to the parents of 50 boys in those standards. But of course those would be the children from whom we should get candidates for any higher education.

495.—Mr JOUGHIN: You said that if a Higher Grade School were established here, you would not expect many scholars from Rushen?

Witness: Yes.

496.—Mr JOUGHIN: Why do you think so?

Witness: It is a large and populous parish. It is more populous than any. I think they could support as large a school as they could in Castletown and neighbourhood.

497.—Mr JOUGHIN: Supposing there was only one at Castletown for Castletown and the South, would they come from Rushen?

Witness: I don't think so.

498.—Mr RYMER: In connection with the subjects of woodwork and cookery—both those subjects require a special room, do they not?

Witness: Yes.

499.—Mr RYMER: In that case, supposing you got all the woodwork over in one day, would not one centre do for the whole district, if it were not for the distance the children would have to travel?

Witness: Yes, the distance is a great drawback. From the nearest school it would be a half-hour's walk. That would be one hour, so the whole morning would be gone in one subject.

500.—Rev. F. B. WALTERS: An ordinary class-room could be fixed up for the woodwork, could it not?

Witness: It is not so much a matter of the class-rooms; it is that it would interfere with the curriculum to have it in the same building.

501.—Rev. F. B. WALTERS: You would teach it in the same hours?

Witness: It is often taken as a subject in Elementary Schools.

502.—Rev. F. B. WALTERS: I was thinking if a peripatetic teacher were employed, they might go on at different hours.

Witness: In my own case, many boys go to work as soon as they get out of school, and work before coming to school the next morning.

503.—The CHAIRMAN: Then do you think the needs of the district would be best met by additions to the present school buildings, and by evening continuation classes?

Witness: I think so, and an addition to the staff of the schools. We could not do it with the present staff.

504.—The CHAIRMAN: Would it be considered a great boon if a "ladder" was built from the Elementary Schools to the Grammar School and King William's College?

Witness: I think it would be appreciated, but a difficult point is that the standard of education in the country districts is not up to the standard in Douglas or in many schools across the water. In Douglas they have joinery and science in the ordinary day schools' curriculum, whereas, in most of the schools in the Isle of Man they are not given.

MISS HODGKINSON'S EVIDENCE.

505.—The CHAIRMAN: You are head teacher at the girls' school at Rushen?

Witness: Yes.

506.—The CHAIRMAN: We are anxious to hear about Rushen. You have heard the questions that have been put to Mr Shepherd. I will ask you, first of all, with regard to Rushen, is there a large desire, or any desire on the part of parents for such information as I have described?

Witness: I think so.

507.—The CHAIRMAN: Amongst those classes who attend our elementary schools?

Witness: I think more among the middle class. They would be very willing to have, and would like to have, a higher school.

508.—The CHAIRMAN: Have you made definite inquiries on that point, or are you speaking from general knowledge?

Witness: I have made some inquiries, and I speak from general knowledge, too.

509.—The CHAIRMAN: What is the population of the parish of Rushen?

Mr DRINKWATER: The population of Castletown in 1891 was 2,160, and of Rushen 3,400.

Witness: We have about 600 children attending our elementary schools.

510.—The CHAIRMAN: If the population of Rushen is so much larger than that of Castletown, it might be a question—if a centre was fixed for the district—whether it should be here or there?

511.—Witness: I do not think anything that might be done for Castletown would help us at all. The railway fares are so expensive that I think it would not help the parishes at all to have anything done for Castletown. That is why I was appointed by the teachers to represent our parish.

512.—The CHAIRMAN: I think it has been made clear to the Commissioners that, practically, a centre here would not be available for the children of Rushen.

Witness: And *vice versa*, I think.

513.—The CHAIRMAN: When you say there is a widespread desire amongst parents for higher education, you are referring both to boys and girls?

Witness: I know more about the girls than I do about the boys. As far as I can hear, I believe the boys go to work very much sooner than the girls.

514.—The CHAIRMAN: As regards the girls—in what subject would they specially need instruction?

Witness: I think that cookery, housewifery, and dress-cutting, and subjects suitable for girls, will be what we ought to take.

515.—The CHAIRMAN: And those should be given in connection with the elementary schools?

Witness: Certainly.

516.—The CHAIRMAN: Are your present buildings suitable for this purpose?

Witness: Not at all.

517.—The CHAIRMAN: Then, with additions to the buildings of the elementary schools at Rushen, such instruction might be given in the elementary schools?

Witness: Yes, with the staff increased.

518.—The CHAIRMAN: Inquiries with respect to the desire of the parents in Rushen were sent out—were they not?

Witness: Yes.

519.—The CHAIRMAN: I think, in the Rushen parochial boys' school, there were 28 favourable replies out of 140, and in Port St. Mary, only 1 out of 40?

Witness: I think that was partly because very much time was not given to reply. I think the parents did not quite understand what was required from them. There might have been more returns if we had given more time.

520.—The CHAIRMAN: Now, are there any agencies in Rushen for imparting information on the subjects on which information is required?

Witness: I think not.

The CHAIRMAN: Are there no private ventures?

Witness: There is one small one—I think about six children attend.

The CHAIRMAN: That really is the only agency for imparting higher education, either for boys or girls?

Witness: That is all, as far as I know.

521.—The CHAIRMAN: Having regard both to the elementary school and middle-class children, what fees do you think the parents would be willing to pay—taking an average?

Witness: I think the middle-class would be willing to pay from 15s to £1 per quarter.

522.—The CHAIRMAN: Have you formed any idea as to the best mode or modes which the Commissioners can recommend by which provision can be made? Would you recommend that it should be made through a central institution, or by enlarging the elementary schools, or by evening continuation classes?

Witness: I think it would be better to have a separate school.

523.—The CHAIRMAN: A special school?

Witness: I think so.

524.—The CHAIRMAN: You say that, having regard to the probability of the institution paying?

525.—Witness: I think so. I suggest that the school should be for little children to begin

from the first, and to have kinder-garten taught as in the elementary schools, so that the parents who would like to pay for a better education may do so. I would propose to have a school embracing all ages from infants upwards. I think there is that desire.

526.—Mr COWELL: I understood you to say that from the middle classes, who do not now send their children to the elementary schools, there would be a considerable amount of support.

Witness: Yes.

527.—Mr COWELL: Where do those children go now?

Witness: Some go to the Higher Grade School in Douglas. Then, of course, it is the lesser children that we want to help, as well as those who are able to go a distance. Some go to Castletown, and some, I believe, go across the water. If there were such a school in the district, I think it would be well attended.

528.—Mr COWELL: That is independently of the children who now go to the elementary schools?

Witness: Yes.

529.—Mr COWELL: Can you form any idea of the number?

Witness: Certainly; from 20 to 30 families would like to have their children at such a school.

530.—Mr COWELL: And they are willing to pay for it?

Witness: I think so, if it were established.

531.—Mr COWELL: If there were such an establishment for Rushen, would it be possible for the adjoining parishes to come in?

Witness: From Arbory it might be; but it is a long distance for young children.

532.—Mr COWELL: Do you think a school would pay which was practically confined to the parish of Rushen?

Witness: I fancy it would pay if good fees were charged. I do not say that it should be free, or nearly free. I think that the people of the middle classes are desirous of paying for the education of their children.

533.—Mr COWELL: You speak of 20 or 30 families. Supposing we could count on two children from each family—that would mean 50 or 60 children to attend the Higher Grade School. Do you think it would be possible to make such a school pay at £1 per quarter?

Witness: Perhaps not. Of course, it would have to be assisted.

534.—Mr JOUGHIN: Supposing only one Higher Grade School could be established in this district, where would be the most suitable place for it—Arbory, Rushen, or Castletown?

Witness: I do not know which would be the best centre.

535.—Mr COWELL: Would Castletown work as a centre?

Witness: I think not—if you consider the time taken up by the trains at present. Children going to Castletown have to start at seven in order to get to school at nine. Then they have to wait about; and in winter they do not get home till six, and they have their lessons to prepare after that. I think it is very hard for the people of Rushen to have to send their children to Castletown, as Mr Walters perhaps knows.

Rev. F. B. WALTERS: I cannot help thinking—with all due deference to the Chairman—that we have got entirely off the subject. (Laughter.) The school which you seem to be speaking of is a kinder-garten school, chiefly for small children, and not a higher education at all. You are proposing to subsidise by rates a school with a class distinction, and that, I think, is going in the very opposite direction to what we ought to go. It is making a select school where the education would be no better than in the elementary schools, but the fees would be higher, and the rates would be used to keep it going. It is not a higher school.

536.—You have kinder-garten at your own school, haven't you?

Witness: On a small scale.

Rev. F. B. WALTERS: Would it not be better to have a good kinder-garten at your own school?

Witness: The children would not be sent to it.

Rev. F. B. WALTERS: Surely in the infant school they would. It is certainly in all the large English elementary schools.

Witness: They would not send them, I think. They would have private teachers.

Rev. F. B. WALTERS: But if provision was made in the general school, and they did not use it, I cannot think it is the business of the Commission on Secondary Education to provide it elsewhere.

The CHAIRMAN: I was thinking that Miss Hodgkinson had gone a little off the inquiry; but she did refer to the need for secondary education as well.

Witness: I said, to begin with, that there ought to be secondary education.

The CHAIRMAN: I think she answered that, in her judgment, there was a considerable demand among the children of the middle classes for secondary education. Then she introduced the subject of the kinder-garten, and I thought we should hear what she had to say.

Witness: I wanted you to understand that it was not merely for older children that further education was required, but that you should have a good school from the beginning.

537.—Rev. F. B. WALTERS: I am not much wrong in saying that it is a more select school you have in mind, rather than a Higher Grade School?

Witness: You can put it that way, if you like.

538.—Mr DRINKWATER: Would it not be difficult to separate the people who would pay fees from those who would not? Some people would be able to pay, and some would not be able to pay. Don't you think it would raise a great difficulty, to draw the line?

Witness: You would only take those children whose parents would pay. There is the elementary school for those who would not.

Mr DRINKWATER: That carries out Mr Walters' remark—that it would be a select school, really.

539.—Mr COWELL: Supposing this Higher Grade School were confined to the boys and girls who had passed the fifth and sixth standards, and no other children were admitted, would there then be a demand for a secondary school?

Witness: I think a class on top of the present existing schools would answer that want.

540.—Rev. F. B. WALTERS: How many go from Rushen at present to the Higher Grade School?

Witness: When I made inquiry, I think there were about seven.

The CHAIRMAN: I think it will facilitate our inquiry if we confine ourselves for a moment to Rushen, and take the Rushen witnesses first, as we are on that subject.

MR. H. QUALTROUGH'S EVIDENCE.

541.—The CHAIRMAN: I think you live in Rushen, and are a member of the School Committee there?

Witness: Yes.

542.—The CHAIRMAN: What is your opinion with respect to the desire of the parents for secondary education in your district?

Witness: The School Committee have never made any inquiries themselves, but I understand some of the teachers have. I can only judge from general knowledge. I think there is not a very great desire for higher education in the parish. At present I should think there are ten or a dozen children going out of the parish for such education, and that is a very small proportion of our children. I think we have 600 children attending the four schools in the parish.

The Secretary: You have 650.

543.—The CHAIRMAN: Are you of the same opinion, then, as Miss Hodgkinson—that a school for higher purposes at Rushen would be tolerably well attended?

Witness: It is according to what sort of a school it would be, and what the terms would be. I do not think parents would pay as high fees as Miss Hodgkinson stated. I think 7s 6d a quarter would be as much as they could afford to pay.

The CHAIRMAN: Of course 7s 6d a quarter would not pay for it.

544.—Mr COWELL: Supposing such a school were established, with a fee of anything like 15s to 20s per quarter—do you think parents would make a sacrifice, and send their children to school in any numbers?

Witness: You might get 20 to 30.

The CHAIRMAN: Not more?

Witness: I am afraid not.

545.—Mr JOUGHIN: Supposing the fee were 10s—would many send their children then?

Witness: More would, no doubt.

546.—Mr JOUGHIN: The lower you went the more children there would be?

Witness: No doubt that would be the case.

547.—Mr JOUGHIN: How many do you think would go if the fee was 7s 6d per quarter?

Witness: Perhaps 40 would go.

548.—The CHAIRMAN: Are you confining that remark to children at present attending the elementary schools, or are you taking in the children contemplated by Miss Hodgkinson—the middle class?

Witness: I am taking the whole parish.

549.—The CHAIRMAN: If a central Higher Grade School were erected for this district—the four parishes—which, in your judgment, would be the best centre?

Witness: I am afraid we could not afford to keep a Higher Grade School in Rushen only, and if it were anywhere else I do not see what benefit it would be to Rushen. At present the children who leave the parish go to King William's College or the Grammar School, or to Douglas. They have to leave at seven o'clock in the morning to attend school at nine.

550.—The CHAIRMAN: You are of opinion that, for practical purposes, we must regard Rushen as a separate district?

Witness: I would like to hear other people's opinion on it, but at present I cannot see how a school at Castletown would be much benefit to Rushen.

551.—Rev. F. B. WALTERS: They could get in by 10 o'clock, if the school-time were altered?

Witness: Yes.

552.—Mr JOUGHIN: Seeing that the Higher Grade School is for advanced scholars, would not they go two or three miles?

Witness: They might, but we are 4½ miles from Castletown.

553.—Mr JOUGHIN: Midway would be 2¼ miles. Would they walk that?

Witness: No doubt some of them would find means to go.

554.—The CHAIRMAN: Having regard to the two difficulties we have contemplated—the difficulty of distance if we set up a Higher Grade School at Castletown, and the paucity of numbers in Rushen if we attempted to set one up there—how do you think such a demand as at present exists for secondary education could be best met—by evening continuation classes or by enlarging the present elementary schools, so as to give special instruction to girls in cookery, housewifery, and so forth, and to boys in joinery, &c.?

Witness: Perhaps a higher class in the present schools would be the better way for Rushen. Of course that would necessitate an increase of staff. It would not affect the size (**555**) of the building merely, but the Higher Grade School should be under the direct control of the Board of Education.

556.—Mr DRINKWATER: Do you think a system of scholarships would assist?

Witness: I think it would. I think the want of it has told against us very much in the past.

557.—Mr DRINKWATER: How would you have them?

Witness: In our schools there are occasionally very clever boys, whose parents perhaps are poor, and cannot afford to send them to school long enough. They are taken away at 14, and sent to a trade or to the fishings.

558.—Mr DRINKWATER: Would you limit it to poorer children, or make it open to all?

Witness: I would open it to all in the elementary schools, and send them to King William's College.

559.—Mr DRINKWATER: Do you think it advisable to send them to the College, or to some central Higher Grade School?

Witness: Either would do, I should think. But a scholarship should include material, books, &c.

560—Mr DRINKWATER: Would you say "keep," as well?

Witness: Well, that would be according to the examination they would have to pass.

561.—Mr DRINKWATER: Would a scholarship be of any use if it paid the fees only, without making provision for the child's board?

Witness: I think the scholarship should go a little further than the mere school fees; it should include material.

562.—Rev. F. B. WALTERS: Should it cover travelling expenses?

Witness: Yes.

563.—Mr DRINKWATER: With regard to the agricultural community, do you think that evening continuation schools would be of any use?

Witness: I do not know that they would. The present teachers complain that they have too much to do as it is. If you put on them another hour or hour and a half, they would complain more.

564—Mr DRINKWATER: Supposing a teacher were brought round to give instruction in such subjects as dairy work, the shoeing of horses, with practical work and practical lectures, with examination, do you think they would meet with success or not?

Witness: I do not think they would be generally taken advantage of. A few might.

565.—Mr DRINKWATER: I would not limit it to age. If these classes were open to children who were just leaving school, they might be looked on as lessons, and they would not attend them. But supposing the classes were made open to people who were older, and who might appreciate assistance in the particular line of work they had taken up, do you think it would be of any assistance to them and that they would join?

Witness: I do not think very many would.

The CHAIRMAN remarked that the Rev. T. R. Kneale and Mr George Trustrum were not present, so that this concluded the case for Rushen.

MR WATTERSON'S EVIDENCE.

Mr T. W. Watterson (Arbory) was the next witness.

566—The CHAIRMAN: You have heard what has been said with reference to Rushen. Do you agree with what has been said with regard to the desire on the part of parents—that it is not widespread?

Witness: I cannot say that I agree with all that has been said. I think there is a more widespread desire for secondary education than the evidence has shown this morning.

567—The CHAIRMAN: Both for boys and girls?

Witness: For both.

The CHAIRMAN: On what do you form your opinion? On general knowledge, or have you made particular inquiries?

Witness: On general knowledge and on personal inquiries made from members of the School Committees, and from the teaching staff in the schools.

568.—The CHAIRMAN: What subjects for boys and girls ought particularly to be mentioned?

Witness: I should say navigation for boys, and cookery for girls. They are the two essential subjects, I should think.

569.—The CHAIRMAN: Would you say the desire was so far widespread that it could not be met by additions to the elementary schools? Cookery, I think we must recognise, might be taught in our elementary schools, with an increased staff, or with peripatetic teachers perhaps in evening continuation classes. Do you think our present elementary school system could be made available for giving girls the extra education that is needed in higher subjects?

Witness: In face of the evidence that has been given to the contrary, I should be loth to say that it can be done.

570—The CHAIRMAN: I am contemplating additions being made both to the structures and to the staff, in each case.

Witness: I do not think that would be the best way to meet the requirements.

571.—The CHAIRMAN: I understand there would be a difficulty in securing attendance in the evening. What would be your idea as to the best mode—that a school on the lines of a Higher Grade School be established in some convenient part of the southern district?

Witness: Yes.

572—The CHAIRMAN: I have enumerated the parishes. What would you consider the most convenient part?

Witness: I do not know any part more easy of access than Castletown.

573.—The CHAIRMAN: But you have heard what has been said with reference to the difficulty children would experience in going to Castletown, and getting back at night—the expense it would entail, and the time it would occupy?

Witness: Yes, but perhaps that difficulty could be got over. I believe that at the present time certain boys are educated at the College. They do not require to leave home at 7 o'clock. They do not require to go down by the first train.

574.—The CHAIRMAN: You think that school hours might be arranged which would be convenient for the trains?

Witness: Yes.

575.—The CHAIRMAN: But then we have not got over the question of expenses, as it affects the district of Rushen?

Witness: I do not wish to speak on behalf of the people of Rushen. I came to speak more with regard to the demands of the people of Arbory.

The CHAIRMAN: Arbory is nearer, but we must take Rushen into consideration. It has a population of over 3,000. We are speaking now of the district. How would you get over that difficulty? I agree with you that something might be done to arrange school hours to suit. But still you have not got over the difficulty of expense?

Witness: I would expect to have a slice out of the Revenue. I maintain there is a number of people in the district who are prepared to pay a school fee of 6d or 9d a week.

The CHAIRMAN: But that would be very largely increased by the railway charge.

576.—Mr COWELL: What is the price

of a boy's contract ticket, for the year, from Port St. Mary?

Witness: Thirteen shillings a quarter.

577.—Mr COWELL: That is £2 12s a year.

Witness: From Colby I believe it is 10s 6d.

578.—Mr COWELL: You think, having regard to all these difficulties, that atill the central institution at Castletown would he the best?

Witness: The only way, I think.

579.—The CHAIRMAN: You have admitted that the girls could be taught in the elementary schools if the staff and structure were suited to the purpose, surely navigation could be taught to the boys in the evening continuation classes? Do you say that the boys would not attend at that hour?

Witness: I do not think so.

580.—The CHAIRMAN: What have you to say with regard to the "ladder" connecting the elementary schools with King William's College and the Grammar School at Castletown? Supposing you have boys in our elementary schools who manifest atrong capabilities of going higher, do you think we should meet the need by giving such boys exhibitions or acholarships to King William's College—to the modern side?

Witness: I would prefer they went to an intermediate school first. I would rather they went from the parish elementary schools to an intermediate school, before being transferred to King William's College.

581.—The CHAIRMAN: Your judgment is that such a school would be tolerably well supported in the southern district?

Witnesa: Yea, decidedly.

582.—Mr COWELL: Is that opinion based on the supposition that the building of the achool and very considerable grants would have to come out of the revenue?

Witness: Yes.

583.—Mr COWELL: Supposing it meant an increase of rates, would that affect your judgment?

Witness: No, unless the rates have to be increased to a very large extent.

584.—Mr COWELL: Do you think the people would bear a moderate increase of rates to bring about such a desirable result?

Witness: Decidedly I do.

585.—Mr MOORE: Is it not a fact that there is great scarcity of labour, and a great demand for boys' labour in certain districts?

Witness: At certain seasons of the year.

586.—Mr MOORE: And, therefore, parents are anxious to take their boys away from school?

Witnesa: Not nearly so anxious as the boys are to leave. (Laughter.)

587.—Mr MOORE: I suppose the number of those who would let their boys stop after the elementary school age would be very small?

Witness: What would you consider a small number? In our elementary school district we have 130 or 140 children of school age. Out of that number, what would you consider a small or a large number?

Mr MOORE: I should say anything like ten per cent.

Witness: Then I would say that we would exceed ten per cent.

588.—Rev. F. B. WALTERS: In speaking of those boys whom you mean to go to the Higher Grade School, are you contemplating boys who have passed the sixth standard in the elementary schools?

Witness: Yea.

589.—Rev. F. B. WALTERS: You are not mixing it up with select schools?

Witness: No.

590.—Rev. F. B. WALTERS: How many pass the sixth standard each year in Arbory?

Witness: A very small number.

The Rev. J. Kewley: Six or seven, I should think.

591.—Rev. F. B. WALTERS: If you said that 50 per cent. of those went on with their education, that would supply only 3 to 4 per annum. I fancy if you work it into figures the number would be much amaller than you seem to think.

Witness: I think that children, before passing the sixth atandard in the elementary school, would take advantage of a better class edueation, if it were afforded in a Higher Grade School in Castletown.

592.—Rev. F. B. WALTERS: I doubt if it would be worth doing. I think the boys who are likely to be really benefited would reach the atxth standard before the age of 13. I do not think it would be worth legislating to place the burden of a Higher Grade School on the district, except for those boys.

Witness: I would like to sift them.

Rev. F. B. WALTERS: If you take the sieve that I have suggested, it leaves in very few.

593.—The CHAIRMAN: You said you thought the people of this district—I am speaking of the four parishes I have enumerated—would not be unwilling for a small addition to be made in the rate, if they could get such advantages as we were speaking of. I see the population of these four parishes is 9,200, in round numbers. Can you give us any information aa to what a rate of 1d in the £ for those four parishes would produce?

Witness: For the parish of Arbory it would be about £30.

The Secretary: It would be £82 or £83 for Malew, £27 for Castletown, £55 for Rushen, and £23 for Santon, making a total of about £217.

594.—The CHAIRMAN: Do you think the people of the district would pay a 1d in the £ yearly?

Witness: I do not think they would pay ao much as a yearly charge. I think they would bear something.

REV. JOHN KEWLEY'S EVIDENCE.

The Rev. John Kewley, Vicar of Arbory, was the next witness.

595.—The CHAIRMAN: You have heard what has been said with reference to the desire of the parents for secondary education. We have heard two sides of the question—on the one hand that there is not a widespread desire, while Mr Watterson seems to think it is more widespread than the former witnesses allowed. What is your view of the question?

Witness: I think, if the provision were made and opportunities afforded to the parents, they would see the value of it; and I think Mr Watterson is quite right as to the number of parents who would avail themselves of these opportunities. At present the parents do not understand the question sufficiently well, and have not taken a deep interest in it. That accounts for the few replies sent to the teachers. If the matter had been more plainly put before them, and the objects in view had been more fully explained, I think we would have had a different result.

596.—The CHAIRMAN: Then you are of opinion, as Mr Watterson is, that if secondary education were more fully explained to them, both boys and girls would desire to avail themselves of it?

Witness: Yes.

597.—The CHAIRMAN: You would have cookery and housewifery for the girls, and navigation and agriculture for the boys?

Witness: Yes. With regard to millinery and cutting out, I should continue those further than they are taken up in the elementary schools.

598.—The CHAIRMAN: What is your judgment as to the best mode of providing it? Would you do it by enlarging the staff and structures of the elementary schools, or by scholarships to the existing institutions, such as King William's College, or by a central institution?

Witness: I see a difficulty in the central institution—a difficulty which other people see too—that is, where a central institution is paid for out of the rates, you will find that the very poor people are compelled to pay a heavy rate to keep up a great establishment which they are not able to avail themselves of. The parents who would be able to pay very high fees are simply benefited by the poor. I am only giving that as an objection. I think there ought to be a central institution of some kind, as far as Arbory is concerned. A great many boys, and, I am sorry to say, girls, too, now ride bicycles. The boys who come from a distance on bicycles, have no difficulty; and the difficulty of the expense of the train would be got over, to a large extent, in that way.

599.—The CHAIRMAN: Are you of opinion, if there is a central institution for Castletown and the four parishes, that this would be the best centre?

Witness: I do not think you could have one in any other place.

600.—The CHAIRMAN: Would you prefer this to evening continuation classes or to the enlargement of elementary schools?

Witness: I do not think evening continuation schools would be of much benefit to the parish of Arbory. I do not think you would get boys and girls to come in the evening. The plan I would prefer above all others—and the most feasible plan, I think—would be the plan of Scholarships—to make use of existing institutions—to the Grammar School, for instance, and the College.

601.—The CHAIRMAN: How are you going to provide scholarships? Out of rates or out of revenue?

Witness: Not altogether out of rates or revenue, but by the help of both.

602.—The CHAIRMAN: In that case parents would be paying for the education of the brilliant children only?

Witness: I do not think scholarships should be given indiscriminately or simply by examination. In the olden days scholarships were founded at Oxford and Cambridge to help poor students to get a University education who otherwise would not be able to do so. By reducing to competitive examinations, scholarships do not go in the direction in which founders intended in many instances. It is those boys whose parents at the outset are able to give them a good education who get the scholarships. Those who on account of poverty were rather behind them have to drop out altogether.

603.—Mr COWELL: There must be merit, although there may be poverty?

Witness: There must be merit, but I do not think the scholarship ought always to be given to the boy who is first.

604.—Mr COWELL: How do you test the suitability of the boy?

Witness: Because he passes the examination, it does not follow that he should get the largest scholarship.

605.—Mr COWELL: Would you take into consideration the means of the parents?

Witness: Certainly, so as to help the boy who would be likely to benefit.

606.—Mr DRINKWATER: Does it not strike you it would be difficult to distinguish?

Witness: All these things are difficult, but it is a difficulty that has to be faced. It is a difficulty that is faced in other institutions, and the line is drawn.

607.—Mr DRINKWATER: Would you confine the scholarships to boys of merit?

Witness: Where a boy is able but poor, something ought to be done for him, and it ought to be possible for a boy, even if his parents are very poor, to go to the Grammar School, King William's College, or even to the University if necessary.

608.—The CHAIRMAN: That is one of the objects the Commission has in view. I suppose means would be devised that scholarships should not fall into the hands of the children of wealthy parents.

Witness: As a matter of fact they do at present. Other scholarships do fall into the hands of wealthy parents, and the danger should be pointed out.

The CHAIRMAN: It is a matter distinctly before our minds.

609.—Mr DRINKWATER: Is not the object of the Education Commission to raise the standard of education? Would you say that a boy who wants a scholarship must go to King William's College and the University on one scholarship, or ought he not to go to the Grammar School first of all by open competition, and see whether he is fit to go on to King William's College?

Witness: I do not think he should get one scholarship from the elementary school to go on for ever.

610.—Rev. F. B. WALTERS: Would it not meet your idea if we did—offer the scholarship

at a merely nominal value, and increase it in those cases where parents showed a pecuniary necessity? Leave the *onus probandi* with the parent.

The CHAIRMAN: I think we need not enlarge on this subject. I think the Commissioners are quite aware of the danger which Mr Kewley has alluded to, and will carefully consider the communication that has been made. But the point Mr Kewley was alluding to was that, in his judgment, a carefully and properly devised system of scholarships for the purpose of assisting the parents of the poorer scholars would be the best means perhaps of meeting the want in this district.

Witness: That something ought to be done for the purpose of making better use of existing institutions for higher education.

611.—The CHAIRMAN: In other words, you would prefer a system of scholarships to existing institutions, rather than that a new central one should be erected?

Witness: I think both can be done. I think both might be considered.

612.—The CHAIRMAN: What would be your view with regard to the willingness of the district to contribute by rate?

Witness: I think there would be very little objection to the rates being increased. I am the heaviest ratepayer, proportionately, for education in the parish, and I would not object to it. The clergy are taxed for education in a way that no other class in the Island are taxed.

Mr COWELL: That is quite new to me.

Witness: Nevertheless these things might as well be understood when they crop up. I do not think the people would object to paying a little extra when they see the advantage to be gained.

613.—Rev F. B. WALTERS: Have you considered carefully who you mean to attend this school? Are they boys who have passed the sixth standard, or not? If they are, they will be very few in number. If they are not, you would deplete your elementary schools all round, you would injure your grants, you would discourage your teachers, and you would take out of the elementary schools the element which teachers can really least afford to lose—the better and more promising boys—at an earlier age even than 13.

Witness: It would be those boys who have passed the sixth standard that would have to go on.

614.—Rev. F. B. WALTERS: Then, if we go to the numbers, we find them quite insufficient to support a central school.

Witness: I would like to put it in the power of more boys to do what the few have done before—to get on beyond the ordinary elementary education.

Rev. F. B. WALTERS: We are all agreed on the object; it is only a question of means.

615.—The CHAIRMAN: Speaking generally, and without prejudging the matter at all, it is manifest there will be great difficulty in attempting to work two systems largely in any district—the system of the educational "ladder" on the one hand, and the setting up of a central institution on the other. Just in proportion as the children avail themselves of the "ladder," you take away the "cream" of the children who would attend the central institution. If you pass the promising boys on to the Grammar School or to King William's College, you diminish the number of those who would otherwise be available for the central institution.

Witness: We have a scholarship at present from the district to King William's College. We might have more than one.

616.—The CHAIRMAN: If there were a very few they would not be such an injury as I mentioned, but if you are going to establish anything like a widespread system of scholarships, I cannot see how you would work a central institution of a new kind into your scheme as well.

Witness: I do not contemplate a large number of scholarships. A couple from the Elementary School to the Grammar School each year. That would not be a drain.

617.—Rev. F. B. WALTERS: Do you think, if the staff of the elementary schools and the buildings were improved, that teachers would rise to the occasion and improve the elementary education?

Witness: I do not see how the teachers could do much more than they are doing at present.

Rev. F. B. WALTERS: But with a larger staff?

Witness: They could take up navigation, music, type-writing, and shorthand as specific subjects.

618.—Mr RYMER: Don't you find, on visiting the schools, that as standards 4, 5, 6 and 7 are taught together as one class, that is a great difficulty in providing any higher education?

Witness: I know the elementary school education pretty well. I see the difficulty in adding anything further to the work of ordinary elementary schools, where they take two class subjects—singing by note and sewing, and such things.

619.—Rev. F. B. WALTERS: Would not an increase of staff be an enormous boon to these schools?

Witness: Yes, it would be.

620.—Mr COWELL: Have you expressed an opinion as to evening continuation schools?

Witness: In the country it is difficult to get the children together for anything like that.

621.—Mr DRINKWATER: Do you think if classes were formed for teaching agricultural subjects, dairy work, horse shoeing, and so on, that they would be attended with any success?

Witness: There would be a certain amount of prejudice against them at first, as far as agriculture and horse-shoeing are concerned. As a rule, the country people have got the idea that the way their forefathers managed will be the best for many years to come. The practical part is better than the theoretical part.

622.—Mr DRINKWATER: But this would be practical. The boys are sent round, and they have to do the work themselves. The girls do dairy work, and have to pass an examination. In the same way with horse-shoeing, the boys have to set to work, prepare the horse's hoof, fix the shoe, and put it on.

Witness: There would be a difficulty in getting horses I am afraid. (Laughter.) I do

not think it would be worth while going into that at present.

MR WICKSEY'S EVIDENCE.

623.—The CHAIRMAN: I will now ask Mr Wicksey, of Castletown Grammar School, to give evidence. It is a very important subject—the question of the Grammar School. (To witness): What is the number of children attending the Grammar School in Castletown at the present time

Witness: Twenty-three.

624.—The CHAIRMAN: Looking back over the history of that Grammar School—is that anything like the average number in attendance during the last 20 years?

Witness: It has varied between double that number and eight—the smallest number I have had. Forty-three is the largest number, and eight the smallest.

625.—The CHAIRMAN: I think the Commissioners would like to hear what Mr Wicksey has to say—I am not pledging myself to anything—as to the advisability of the Grammar School in Castletown being made an intermediate school between the elementary schools and King William's College.

Witness: I think it would be a very useful school. There is evidence I could produce that it has been so. At present there are five boys at King William's College holding scholarships, who have come from the Grammar School. There are no scholarships belonging to the school. There are scholarships open to the four Grammar Schools of the Island. There was formerly one for each school.

626.—The CHAIRMAN: I understand there are four scholarships from the Grammar Schools in this Island to King William's College. Am I right there?

Witness: There is one competed for each year between the four schools. The scholarship is obtained by competition.

627.—The CHAIRMAN: Then you could not get more than one in Castletown?

Witness: Not more than one in one year. But there is "the Caine Scholarship" as well. We did get two in one year.

628.—The CHAIRMAN: Practically these scholarships are held during the boy's course?

Witness: Most of the boys do go to the University.

629.—The CHAIRMAN: What is the amount of the endowment of the Castletown Grammar School?

Witness: £60 per annum from the Impropriate Trust, and the rents of some cottages.

630.—Mr DRINKWATER: And the premises?

Witness: I pay no rent for the school. I pay rates.

631.—The CHAIRMAN: Would the Castletown Grammar School require alteration if it was to be made an intermediate school between the elementary school and King William's College?

Witness: I do not know why it should be. The building was formerly a church. In 1698 the church was built in the Market-place, and the former church was made use of as a grammar school. It consists of a large room, with a smaller room attached.

632.—The CHAIRMAN: Having regard to the subjects of instruction that we wish to promote in connection with secondary education, would you require considerable structural alterations, if you undertook to give that instruction at the Grammar School?

Witness: I am afraid I am not qualified to give an opinion. We can teach classics, mathematics, and English, and, perhaps, music and drawing outside.

633.—The CHAIRMAN: I think I mentioned, in my opening remarks, that in the proposed instruction we included navigation, agriculture, chemistry, woodwork, shorthand, type-writing, book-keeping, drawing, and so forth. Would you require considerable structural alterations to enable you to teach these?

Witness: When I was master of the Grammar School at Peel, I taught navigation.

The CHAIRMAN: That is a question of staff—but structurally, is the Grammar School capable of being used for such instruction as I have mentioned?

Witness: Up to a certain number of boys. I do not think the Grammar School is a good school as a building; the light is bad.

634.—The CHAIRMAN: With regard to the class-rooms—would you not require a considerable amount of new apparatus?

Witness: Yes—for some of the subjects you mentioned.

The CHAIRMAN: Then, new apparatus would require new buildings.

Mr MOORE: Of course it might not be desirable to alter it structurally. It may be best left as it is. A new building might be more advisable for secondary education.

635.—The CHAIRMAN: There are no exhibitions or scholarships to your Grammar School?

Witness: There are no free scholarships at the Grammar School, and I understand from people who have been there that there never have been free scholars. Mr Cudd asked me to mention that he was a pupil early in the century, and he paid. I did not come to Castletown until 1880. Since then there have been no boys free.

636.—Mr MOORE: As far as you know, before that date there were no free scholars?

Witness: There were not; I have it on the word of former pupils whom I can trust.

637.—The CHAIRMAN: We have spoken of structural alteration. If it was to be made a centre, you would require additional staff?

Witness: Certainly, we should require assistance.

638.—The CHAIRMAN: Have you thought the matter over yourself—of utilising the institution as it at present exists, as a basis of secondary education?

Witness: My idea was very well expressed by Mr Kewley—that there should be scholarships from the elementary schools to the Grammar School only for very clever boys. I agree with Miss Hodgkinson that it would be well to get the children earlier. I think it almost impossible for a boy who gets a scholarship at the age of 13 to be afterwards grounded in Latin and Greek and mathematics, with the

expectation of a scholarship to King William's College, and thence to the University.

639.—The CHAIRMAN: I am contemplating making your school intermediate between the elementary schools and King William's College.

Witness: Practically, I think it is a preparatory school for King William's College; but is not the Grammar School sufficient if a boy does not go to the University?

640.—The CHAIRMAN: Though I may not contemplate it as an immediate step to the University, I might contemplate it as a step to King William's College.

Witness: I think scholarships would be the best way of utilising the Grammar School.

641.—The CHAIRMAN: Can you give the Commissioners any idea as to what would have to be done as regards the staff, if your school was to be utilised as a stepping stone?

Witness: It all depends on what additional subjects require to be taught.

642.—The CHAIRMAN: Having regard to the branches of secondary education, which are most likely to be needed in this part of the Island?

Witness: My experience has been on the lines indicated by your Lordship. If you introduce subjects foreign to my curriculum, I should want assistance corresponding to those. If the numbers were increased to any extent, the master would want assistance on account of numbers. But I have no means of judging the numbers you want to attend.

643.—The CHAIRMAN: Have you formed any judgment as to the desire on the part of the parents in this district for secondary education?

Witness: I can only tell by the number of boys attending my school. I have had boys from the outlying districts—from Santon to Port Erin and Port St. Mary. I have seven or eight at present. They come by the early train, and do not consider it any hardship; they have their lunch in the school.

644.—The CHAIRMAN: Are you asked to give instruction at the Grammar School on any of these branches that I have named?

Witness: Not lately; but many years ago I was asked to give lessons in navigation, which I gave.

645.—The CHAIRMAN: Have you had any applications for instruction in agriculture?

Witness: No; but one boy I knew was going out to Canada, and I asked him to read some little book on agriculture. I should not like to call that teaching agriculture. I think a boy who intends to be a farmer should have a good general education, and then go to a farmer to learn his business. I teach drawing, but I found it impossible to teach chemistry without a large amount of apparatus. I do teach book-keeping.

646.—Mr DRINKWATER: What aged boys do you have?

Witness: Between 8 and 16.

647.—Mr DRINKWATER: What fees do you charge?

Witness: They vary according to age—for boys under 10 years of age, £3 per annum; over 10, £3 10s; over 12, £4; and 6s. per boy for stationery, fire, &c.

648.—Mr DRINKWATER: Have you any experience of continuation schools?

Witness: No, I have not. There were formerly night schools in the town. I think they were merely to teach elementary subjects.

649.—Mr JOUGHIN: Do you think the Grammar School, as it is worked at present, is better suited for this district than what we term a Higher Grade School, started on the foundation of the Grammar School?

Witness: Yes, I do think so. That is my private opinion; but I may be prejudiced in that matter.

REV. J. M. SPICER'S EVIDENCE.

The Rev. J. M. Spicer was next called.

650.—The CHAIRMAN: You are Vicar of Malew, and a member of the School Committee of Malew?

Witness: Yes.

651.—The CHAIRMAN: Well, what opinion can you give the Commissioners on the general subject as to the desire for Secondary Education as we have defined it to-day, in this district?

Witness: As far as we have been able to ascertain, in the three Malew schools outside Castletown, the desire is almost nil. Our Schoolmaster in Ballasalla went to some trouble to get a meeting. I was there, and the schoolmaster, and I think one parishioner besides. I think that was the second effort that was made. From conversation with the people, I may say that I do not think there is any great demand for what is termed Secondary Education. At the same time, people would like their children to be taught cookery in the elementary schools.

652.—The CHAIRMAN: So far, the Commissioners have been informed that, though there is no demand for secondary education, except on the part of a very few parents, yet there is a desire for *technical* education—education that would be of assistance to the children in their future work. Do you agree with that distinction?

Witness: I think there are some persons who would like their children to have what is understood by technical education. I do not think there is any demand for definite instruction in Agriculture. I think the general idea is that a boy can learn more from a farmer than he would from a paid lecturer who is going round, or from someone who has studied the question from books.

653.—The CHAIRMAN: Do your remarks apply equally to girls—that there is no desire for further education? We have been informed that in cookery and laundry work, there is a demand—especially in Ballasalla.

Witness: Those are subjects that can be taken up in our elementary schools, and I hope they will be.

654.—Mr JOUGHIN: And dairy work?

Witness: I never heard anyone mention the subject.

655.—The CHAIRMAN: You are of opinion that such desire as exists for secondary

education could be met by improvements in our elementary education system?

Witness: With the addition that there should be scholarships of some kind, so that a lad who was really clever and wished to pursue his education, could do so whether his parents could afford to pay for him or not.

656—The CHAIRMAN: You do not think it necessary to provide secondary education in this district, but you would like to see opportunities for brilliant scholars to go higher?

Witness: I would like to see a higher grade school in every parish, but it is impracticable. Then again, if you wish to add something to the elementary schools in the way of an upper class and an additional teacher—that means at least for the whole district an additional £1,000 in salaries. There are nine schools in the district, and if you had a teacher in each school to teach advanced subjects, you could not pay him less than £100 a year.

657.—The CHAIRMAN: You might have peripatetic teachers.

Witness: I have been a school manager for ten years, and, when quite a lad, was secretary of a day school. I think continuation classes in the evening would be the best thing, in addition to the scholarships. It has been said that children would not attend, but even if they went to King William's College the boys would have to work much longer hours than they do in the elementary schools. It may be said they have home lessons, but practically the teachers cannot enforce home lessons on boys. The hours are short compared either with King William's College or the Grammar School. Boys who have reached 13, if they had a desire for education, would go in the evening. Then I think you might have a teacher going round from one school to another. A teacher might go to four different schools.

658.—The CHAIRMAN: Supposing we had a peripatetic teacher to give instruction in laundry work and cookery—still you would have to alter the school buildings.

Witness: The only things you would require would be a stove, tables, and kitchen utensils, which would be very easily provided.

659.—The CHAIRMAN: To sum up—the needs of the district would be met by scholarships for brilliant scholars to King William's College and institutions of that kind, and by evening continuation schools for cookery and laundry work, and such subjects as the boys in the neighbourhood would take?

Witness: Yes. I know there has been on the part of some of the boys in the neighbourhood an application to be taught Navigation, but, then, the number would be very limited. It would be hardly worth while taking it up in the elementary schools. Then, in the elementary schools, the teacher and children have as much as they can do in their hours. If you do anything else, you must extend the hours they have to work. Then, as regards the demand, there are very few children in our day schools who are in the seventh standard. In Ballasalla the average number would not be more than eight. If there was really a demand on the part of parents and children, you would think they would take the advantage of getting a better education in the highest standard in the elementary schools.

The Rev. F. B. WALTERS: Is it true that they *can* be well taught in the seventh standard? Is not the staff too small to give any real attention to seventh standard boys? I believe that is the opinion of the teachers.

Mr Shepherd: That is the chief point.

The Rev. F. B. WALTERS: If they find they don't get personal attention, they don't send them.

660.—The CHAIRMAN: Then you put forward the failure on the part of pareuts to avail themselves of the seventh standard as evidence that there is no desire for secondary education?

Witness: My explanation is that they prefer their children to work when they get to that age.

661.—The CHAIRMAN: You think that difficulty might be got over by having continuation classes after they have left school?

Witness: Yes. Many of our people are small farmers, employing no labourers. It is only natural that they want their children, as soon as they have finished with school. A father now takes his children from school as soon as they get free from the attendance officer; although he might like them to go half the year, in practice he keeps them at home altogether. He might send them to a continuation school at night.

662.—Mr MOORE: I understand there is a great demand for children for labour.

Witness: Yes, of course, that is the difficulty in the way of sending them to a higher grade school.

663.—Mr MOORE: I should like to ask Mr Shepherd a question with reference to the attention given in the schools to the 7th standard—the point which Mr Walters raised.

Mr Shepherd: In regard to that, I may say that in my own school, I have had to teach three standards together. The boys in standard 7 are taken with standard 6. They do very little extra work besides Arithmetic. When a boy is over 14, he does not get anything more beyond a few sums. I fancy the master at Ballasalla is worse off than myself, because he has four standards to teach We cannot give more attention to make the education effective throughout the school. The staff is not equal to the work. If we had a teacher to each class, we could take up these extra subjects. If we had an extra grant for the subject, we could almost pay the teachers. If we had extra masters, we could take Specific subjects as the Elementary Education Code allows us, and we could take cookery and laundry work. It is the weakness of the staff that is the great difficulty. If we had the staff, we could do the work; it is not a matter of time.

MR. JEFFERSON'S EVIDENCE.

Mr T. E. Jefferson (Ballahott, Malew) was the next witness.

664.—The CHAIRMAN: You are a member of the school committee of Ballasalla?

Witness: Yes.

665.—The CHAIRMAN: Do you agree with the evidence that there is no general desire on the part of parents for higher grade or secondary education?

Witness: In very few cases have I heard of it.

666.—The CHAIRMAN: What would be the best mode of meeting such desire as there is?

Witness: By scholarships to some intermediate school, such as the Grammar School.

667.—The CHAIRMAN: If it was strengthened and backed up?

Witness: Yes, so as to give boys who wished to go ahead an opportunity to get to a higher grade school.

668.—The CHAIRMAN: I can quite understand that that is a reasonable view as regards Castletown, Ballasalla, and the district immediately surrounding Castletown, but we have to take Rushen into consideration. Would you propose scholarships for the more brilliant scholars of Rushen to an intermediate school?

Witness: I should recommend continuation schools for the boys that wished to get ahead. I think they would learn more that was taught.

669.—Mr DRINKWATER: You think there would be some demand?

Witness: I do not know what demand there would be, but if there was a demand it would be met by those classes.

670.—Mr DRINKWATER: You heard what was said about the demand for children working in the fields?

Witness: At this time of the year there is a very great demand for children to work in the fields and for other purposes too.

671.—Mr MOORE: Do you think the chief reason for children leaving school at an early age is this demand for labour, or that they cannot get proper attention in the seventh standard?

Witness: I think one of the chief reasons is the demand for labour.

672.—Mr JOUGHIN: With other children is it not the reason that they leave school because they cannot get any higher instruction—they get into the seventh standard and can get no teaching?

Witness: That may be so with some. I do not say it is so with all. If they cannot get any further, they must leave school.

673.—Mr JOUGHIN: If there was higher education for some, would they avail themselves of it?

Witness: I think there would be a few. We have seven or eight at Ballasalla in the seventh standard.

Mr ALLEN (schoolmaster, Ballasalla): We have 14 boys and girls at present in the seventh standard.

674.—Mr COWELL: You tell us you do not think there is a widespread demand for a higher grade school—how do you ascertain that?

Witness: From what I hear. I had conversations with people in the neighbourhood who send their children to school.

675.—Mr COWELL: Have you heard an expression of opinion as to what secondary education is?

Witness: No, I have not mentioned any subjects to them, nor have I heard them mention any particular subjects.

676.—Mr COWELL: What is the view of the average Manx farmer with regard to secondary education? Does he know anything at all about it?

Witness: No, I do not think he does.

677.—Mr COWELL: Then how can he have an opinion?

Witness: He cannot possibly, but he knows what he wants.

678.—Mr COWELL: Can he exprees an opinion that is worth anything regarding a proposition to provide secondary education, if he does not know what it is?

Witness: No, possibly he cannot. But I have heard a good many small farmers say that if their children learn reading, writing, arithmetic, geography, and get a fairly good honest schooling in those subjects of elementary education, they are fairly well satisfied. Except in the case of a man who has a specially intelligent boy, anything further is not much use to them.

679.—Mr COWELL: Is not the desire for education a growing quantity? I suppose people in the Isle of Man at one time would not have sent their boys to school at all unless they were compelled to do so; so that we have made a considerable advance. Are we to be governed by people who are only beginning to understand this question? Or ought we not rather to consider what is best for them?

Witness: As a rule, I think men ought to know what is best for themselves.

The Rev. F. B. WALTERS: Perhaps so, but not what is best for their children.

680.—Mr COWELL: Taking the average farmer, if the men themselves have but little educational knowledge, and do not understand what an improved curriculum is—are they the best judges of what is wanted for the parish?

Witness: Yes, to a certain extent.

681.—Mr COWELL: Though they have not the knowledge?

Witness: I think they ought to know what is best for their own interests and their own work.

Mr COWELL: Best for their own pockets—yes.

Witness: Well, suppose you teach a boy Latin and Greek, and put him to farming, how much does he remember in nine cases out of ten?

682.—Mr COWELL: You see, the proposition is not to teach them Latin and Greek, but to teach them something of a more practical nature.

Witness: If you gave them a more practical education it would be a very good thing.

683.—The CHAIRMAN: Supposing these lads were taught Agriculture and Chemistry, and had some kind of instruction in woodwork, and ironwork, and such technical and industrial subjects, don't you suppose it would be of advantage to them, whether they took to farming or otherwise?

Witness: Yes. I also think cookery and laundry work would be useful to some of the girls.

684.—The CHAIRMAN: Though many of the parents may not know what the term "technical" means, they do know whether those subjects that we have named—including Navigation, Agriculture, Chemistry, and so forth—would be useful to the children. They may have formed an opinion as to whether such subjects would be desirable.

Witness: I have no doubt they would form their own opinions.

685.—The CHAIRMAN: I suppose a large number of young men go to sea, and to the fishing industry?

Witness: Yes.

686.—The CHAIRMAN: Navigation must be useful to them?

Witness: Yes.

687.—The CHAIRMAN: And would not teaching in Agriculture be useful to those who wish to become farmers?

Witness: I do not think elementary education with regard to Agriculture is going to do them much good.

688.—The CHAIRMAN: Surely what they do know at present is not the final measure of what may be learned?

Witness: No.

689.—Mr COWELL: Don't you think we can learn to make butter a little better?

Witness: I dare say that could be learned with advantage.

690.—Mr COWELL: Will you venture to say that half the samples are fit to compete with foreign butters?

Witness: Perhaps not.

691.—Mr COWELL: How is it they are so bad?

Witness: Because they are badly made up.

Mr COWELL: Exactly; because they don't know their business.

Rev. F. B. WALTERS: Don't you think a little elementary botany is desirable, so that farmers may know what happens when the thistle seeds?

This concluded Mr Jefferson's evidence.

692.—The Rev. J. M. Spicer: I should like to add one word to what I said in my evidence. It seems to be thought by some of the witnesses that Castletown is not central with regard to the southern district. I wish to point out that, while Rushen is four miles distant on one side, we have schools which are six miles distant on the other. I am speaking of Malew. Ballamoda is four miles, and St. Mark's is six miles.

693.—The CHAIRMAN: Do you wish to suggest that there is no better centre for the district than Castletown?

Witness: Yes.

Mr MOORE: That is generally admitted.

MR JOSEPH QUALTROUGH'S EVIDENCE.

694.—The CHAIRMAN: Are you a member of the School Committee in this town?

Witness: Yes.

695.—The CHAIRMAN: What do you say with regard to the demand for secondary education?

Witness: I do not know that the demand is greater than has been stated, but I am strongly of opinion that there is a need.

696.—The CHAIRMAN: I am very glad to hear you draw the distinction. I had drawn it long ago in my own mind. You mean there is an unrealised need?

Witness: An unknown need. I daresay it is pretty well known to anyone who takes an interest in educational matters. The need, I understand arises in this way—it has been stated in the court this morning with respect to boys in particular, that as soon as they get to the sixth standard there is practically very little else for them to advance in. Supposing a boy gets to the sixth standard at the age of 12, he is compelled to attend till he is 14, but his time is wasted, he has practically little to do except to attend school. In such instances there should be some course of further instruction which I should leave the Commissioners to decide. But there are difficulties in preparing a course, as you will find.

697.—The CHAIRMAN: Are we to understand that, in your judgment, the parents are not satisfied with the instruction given in the seventh standard?

Witness: I do not answer for the parents; they have shown very little interest in educational matters.

698.—The CHAIRMAN: It has been said that there is not that individual attention given to the seventh standard that there might be if there were more teachers on the staff. Do you think that is felt by the parents, and causes dissatisfaction in keeping the children at school?

Witness: I am sure it must be felt. Some parents, who are careless, do not care whether their children go to school or not. Any person who is interested in the well-being of the children could not but feel the necessity for something further—for fuller instruction.

699.—The CHAIRMAN: Bearing in mind your distinction between the desire and the real need, and looking at it from an intelligent point of view, how would you suggest to the Commissioners to supply that need—in short, what recommendations would you urge upon them to make? Would you supply the need by a central establishment, or by continuation classes and scholarships to King William's College for the more brilliant scholars? Or could the elementary schools be further utilised?

Witness: I may answer that the elementary schools might be used, but I do not think it would be the most economical plan—for this reason. We have a number of schools in the district which would have to provide additional staff. The grants would not support that staff, and, consequently, the cost would have to come out of the rates. You might give the instruction by means of peripatetic teachers visiting the school, but I do not think it would answer the purpose practically. There would be no economy in providing extra staff in so many schools. Then, I see a difficulty in establishing a District School. We have at present a Grammar School in Castletown which, as far as Castletown is concerned, might, I think, be utilised for these

purposes with advantage. But it would not answer the purpose for the remaining parts of the district; it would leave the district out of the question. It has been suggested to establish a central school for the district, but the effect of establishing such a district school would be to overshadow the Grammar School, and the Grammar School would be practically useless, except for a few select children whom their parents might wish to keep separate from the rest of humanity. But if the Commission were to take the matter fully into their hands, and establish a district school, without entrenching very much on the pockets of the ratepayers, I daresay the scheme would be workable.

700.—The CHAIRMAN: Where could you place it?

Witness: In the central part of the district, as near to the Castletown Railway Station as possible.

701.—The CHAIRMAN: If the Grammar School would do for Castletown, why not for the district?

Witness: It would mean a new building and new premises entirely.

702.—Mr COWELL: You have heard certain evidence showing a large amount of indifference on the part of parents to secondary education. Do you think if the native Manx were sufficiently educated themselves by lecturers, or if they had detailed information given to them as to the advantages of this education, they would alter their opinions considerably?

Witness: I do. It is partly to ignorance their indifference is due.

703.—Mr COWELL: In other words, it has come on them suddenly

Witness: I do not know.

Mr COWELL: I mean this particular question of secondary education?

Witness: I dare say. Since Mr Shepherd, the head master of the boys' school, sent out those questions, many parents have asked me what it means. The first question they asked was whether it was to be provided by rates. They would go, to a man, for higher education, but the question of rates was a very serious one.

704.—Mr COWELL: Are there not many poor people who could not afford to pay more than they have to pay already, but who would take advantage of a school of this sort?

Witness: I am afraid the really poor are the most neglectful of their children's education. They ought to be compelled to take advantage of it.

705.—Mr COWELL: You would not allow the children to suffer from the ignorance of the parents?

Witness: By no means. My idea is to make use of the Grammar School, and put it under popular control, and make it practically useful for this purpose, and then, if it was possible, to increase the scholarships from that Grammar School to King William's College for those bright boys who might get an entrance there.

706.—Mr DRINKWATER: You would not have scholarships to the Grammar School?

Witness: I would make the Grammar School within the access of every child.

707.—The Rev. F. B. WALTERS: Would you have girls as well as boys at the Grammar School?

Witness: I have not been answering questions with regard to the girls at all.

The Rev. F. B. WALTERS: But they want providing for?

Witness: The need of instruction for girls is a good deal more limited. If they had one or two subjects added to their instruction, I daresay they could be taught in the elementary schools.

708.—Mr DRINKWATER: In your proposal you rather isolate Castletown, and provide for its young people, but you do not provide for the district.

Witness: Castletown would benefit largely from the district school.

709.—The CHAIRMAN: I think your remarks apply chiefly to Castletown and Ballasalla. You have not been taking into consideration the district I defined—Santon, Arbory, and Rushen; as well as Castletown. If we had only to consider Malew, as well as Castletown, we might make the Grammar School available as an intermediate school; but persons living in Rushen could not utilize it.

Witness: I am afraid it would be foolish economy to spend money on the present Grammar School for that purpose.

710.—The CHAIRMAN: Supposing we had one central school, where would you place it?

Witness: As near the Castletown Station as possible. That is if the rest of the district concur in such a course; it would largely depend upon them.

711.—Mr COWELL: As you said, it is not merely a question of what they want, but as to what is needed.

Witness: I am firmly of that opinion. I would like the school to be established as free from rates as possible. If we touch the rates, they will have a say as to where the school is to be placed.

712.—Mr COWELL: Would you like to say what fees the parents would pay for this education?

Witness: I am satisfied they would all be prepared to pay from 10s to £1 per quarter.

713.—Mr COWELL: You know the charge in Douglas Higher Grade School? It is 9d a week, and books extra; it is under 10s a quarter.

Witness: I think I have heard it is a 1s a week.

Mr COWELL: Do you think that would be paid here?

Witness: I quite think so.

This concluded Mr Qualtrough's evidence.

714.—The CHAIRMAN (to Mr Wicksey): Would you kindly tell me how many of the 23 boys you have at present at the Castletown Grammar School come from Rushen?

Witness: At present there are seven. I have boys from Port St. Mary and Port Erin. They come by the early train, and stay in the Grammar School until the school opens. They

have their dinner there. They study their lessons, if they have time, in the school.

715.—Mr COWELL: How does that work in winter?

Mr Wicksey: The train is later in the winter, and there is a fire in the school. The trains are not inconvenient at present. They used to catch the five o'clock train home. They do not find any hardship with the morning train. I think they rather like it. A very good way would be to get the Railway Company to put a train on.

MR EDWARD CRELLIN'S EVIDENCE.

Mr Edward Crellin, J.P., Chairman of the Castletown Commissioners, was next invited to give evidence.

716.—He said: I have nothing more to say than what has already been said. I have no doubt an intermediate or secondary school is required, to stand between the elementary schools and the College.

717.—The CHAIRMAN: Do you mean it is required by the necessities of the case, or by the desire of the parents?

Witness: I think by the desire of the parents and the necessities of the case too.

718.—The CHAIRMAN: Do you mean that a school is required, such as the Higher Grade School in Douglas?

Witness: Yes, I think so. I know something about that school and the instruction given. I think a great many people in the town would be very glad to pay for a Higher Grade School.

719.—The CHAIRMAN: Where would you place it

Witness: I think Castletown would be most central. Some parts of Malew are six miles off and the furthest part of Rushen is not more than six.

720.—The CHAIRMAN: I presume there would not be many people in the outlying districts who would avail themselves of it?

Witness: I think the matter of trains could be arranged.

721.—The CHAIRMAN: What subject for boys would be specially required? Navigation?

Witness: I think a good many boys go to the fishing. Seeing it is a sea coast, I think navigation would be required.

722—The CHAIRMAN: Would agricultural information be required too?

Witness: I do not like to say much about that. A good many of them are reared on the land, and get a good practical knowledge on the farm.

723.—Mr COWELL: I suppose some hundreds of men in the South of the Island go to sea during the whole or a portion of the year?

Witness: Yes.

724.—Mr COWELL: Do you suppose that they understand navigation?

Witness: I do not know. I wonder how they get across to the other side. (Laughter.)

725.—Mr COWELL: Just imagine some hundreds of hardy experienced sailors, having a scientific knowledge of Navigation—what difference would it make in their prospects in life?

Witness: I think it would be everything to them. They could "go foreign." At present, they must go from "light to light."

726.—Mr MOORE: I suppose the demand for children's labour in your district is very considerable?

Witness: Yes.

727.—Mr MOORE: Do you think it would stand in the way of parents keeping their children at school beyond the elementary school age?

Witness: Yes.

728.—Mr COWELL: I suppose if we left it to the parents, they would have the children at home much earlier than that?

Miss Hodgkinson: I have had children at school to 15 or 16 years of age. They only stay away for a short time during the summer months, and then they come back again.

MR ROBERT CLAGUE'S EVIDENCE.

Mr Robert Clague (Castletown) was the next witness.

729.—Mr COWELL: Do you think a school for secondary education is required in the district?

Witness: I have children of my own, and have to send one to Douglas. It is very inconvenient and very expensive.

730.—Mr COWELL: Are there many like you?

Witness: There are several in the town; and many could not afford to send their children all the way to Douglas. Even if a boy does pass through the Grammar School, it is very expensive. In most cases parents are not able to send them to College after that, if they require a better education. I have several young boys, and girls, too. I would like to educate them as far as I can; but when it goes beyond my means I have to be satisfied with what I can get.

731.—Mr MOORE: Do you think the education given at the Grammar School is the best suited for the present day?

Witness: I would not like to say but what the Grammar School is a very good place; but the other school, if I understand it properly, might be the best after a boy gets to be 14 or 15 years old.

732.—Mr MOORE: It is a question which course is best adapted for the district.

Witness: Navigation should be known, but it is no use to a boy who does not go to sea.

Mr WICKSEY: That is in the Grammar School curriculum.

733 - Mr DRINKWATER: How many boys have you?

Witness: Four. I send one girl to the Higher Grade School at Douglas.

Mr DRINKWATER: You spoke of the cost. The cost to the country is between £7 and £9 per child per annum in the Organised Science School, and the fees you pay are 10s per quarter.

734.—Witness: But it costs me £2 a quarter for railway fares. I would not object

to pay a rate for a higher grade school in the district.

This concluded the examination of witness.

The CHAIRMAN (addressing those present): We are inquiring about four different districts in the Island, as I have pointed out already, and different views seem to prevail in different districts as to the willingness to pay some rate. We have come to no conclusion as to what we shall recommend, but we shall probably have to make different recommendations as to different districts. If in some districts there is a willingness to pay a rate, and in other districts a great unwillingness to pay, people must not find fault if those districts that are willing to pay come off better than those that are unwilling. If in any district there is an unwilliogness to pay for higher education, the people of that district will have no right to complain if they do not receive the same advantages as a district where the people are willing to pay for them. Everybody wants everything, but it is the person who is willing to help himself who is most likely to come off best in the long run. I think it may be of advantage to the people of the Island generally, if that is understood.

THIRD DAY—RAMSEY, TUESDAY, JULY 21ST, 1896.

The Commission sat in the Court House, Ramsey, to-day. The members present were—The Lord Bishop (Chairman), Mr G. Drinkwater, J.P., the Rev. F. B. Walters, M.A.; Mr A. W. Moore, H.K., Mr J. Joughin, H.K., and Mr J. R. Cowell, H.K., J.P. There was a fair attendance of the general public, and among the assembly were the High-Bailiff (Mr J. C. LaMothe), the Vicar of St. Paul's (Rev. G. Paton), and other prominent townsmen.

The CHAIRMAN, in opening the proceedings, said: Mr High-Bailiff, and gentlemen, this meeting of the Commission appointed by the late Lieutenant-Governor of the Island, is for the purposes of inquiring into the question of Secondary Education. We have been directed to inquire not merely what provision already exists in the Island to promote this end, but what provision should be made for the purpose, and what is the best method of enabling brilliant scholars in the elementary schools to pass to King William's College, or some other similar institution. We have been directed also to inquire as to the best mode of giving effect to the report of the Commission appointed some years ago, and presided over by my predecessor. Lastly, to inquire into the scope of present legislation, and what further legislation is needed, if any, for the promotion of the object in view. It was decided by us that the Commission should hold sittings for the purpose of inquiry in the four towns of the Island—Douglas, Peel, Ramsey, and Castletown. We have already held inquiries in two of the towns—Douglas and Castletown—and we are here to-day at Ramsey to continue the inquiry. The points on which we wish to receive information from the witnesses are, first, as to the need and the desire for higher education in this Ramsey district. Allow me to point out that I draw a marked distinction between these two terms, the need and the desire. I need hardly point out that a person may earnestly desire a thing, and yet not really need it. On the other hand, a person may really need a thing for which he has not an earnest desire. Therefore, when we put the question, "What is the desire in the Ramsey district that secondary education should be further promoted?" you must not think that if the answer is that there is no such desire, that the Commission will necessarily come to the conclusion that there is no need. Persons may not yet form a clear idea of secondary education, or the branches of instruction included in that general term. Therefore, you must leave the Commission to judge, not merely what is the desire, but what is the need. Then, in addition to inquiring as to the desire, and need for such education, the Commission have to inform themselves, by the evidence of witnesses, as to what agencies already exist, and as to the best means of improving or extending those agencies, whether it would be better to establish a central Higher Grade School in the district, or whether, on the other hand, it would be better to avail ourselves fully — more fully than hitherto — of the elementary system, and endeavour to devise some method by which brilliant scholars in the elementary schools could be passed by scholarships to higher institutions. As at Castletown yesterday, I think it desirable to give one or two definitions. When I speak of the Ramsey district, so far as it concerns this inquiry to-day, I refer to the town of Ramsey, with its two parochial districts of St. Paul's and St. Olave's, and likewise the parishes of Andreas, Maughold, Jurby, Lezayre, and Bride. There is another most important definition to be given. I think many of our friends are a little bit puzzled by the term "Secondary Education." Therefore, I think it would be well if I enumerated the different branches of instruction included in that general term. When we speak of Secondary Education, we include instruction in navigation, in agriculture, in chemistry, in book-keeping, in shorthand, in type-writing, in joinery, in cookery and laundry work for girls, and music, together with other branches of instruction. The Commissioners

will, of course, have to take several things into consideration, as for instance, the willingness of the people to help themselves in the matter, and I should like to say here, to-day, what I said yesterday at Castletown, that if the Commissioners find in one district far more willingness than in another on the part of the people to help themselves, that will have to be taken into consideration in any recommendations they may make in their report. It must not, therefore, hereafter be thought that the Commissioners have been guided by favouritism in recommending any greater advantages in one district than another, for the willingness of one district more than another to make a sacrifice for further Secondary Education will have to be taken into consideration by the Commissioners in making their report. I have one other word to say, and that is that we very much regret, that owing to professional engagements at Douglas, one member of the Commission, who is deeply interested in the whole movement, I mean Mr Ring, is unable to be present to-day. The Commission feel the loss they sustain by his absence, and so will the public, I am sure. I think it will be for the general convenience of all here to-day if I say the Commissioners have made up their minds to take the Ramsey witnesses first. This will occupy them till luncheon time, and then they propose to take the witnesses from the outlying districts in the afternoon. With these preliminary remarks, I will now call on Mr Fennah to give evidence on the subject.

MR EDWARD FENNAH'S EVIDENCE.

735.—The CHAIRMAN: Mr Fennah, you are a member of the Teachers' Association, and, likewise master of the National School at Ramsey?

Mr Fennah: Yes.

736.—The CHAIRMAN: The Commissioners have already received a report from the Teachers' Association, and there are some questions they would like to put to you about it. You have made inquiries in this district as to the desire for secondary education, and you have formulated the result in the return you sent to us?

Witness: I did.

737.—The CHAIRMAN: I observe you express two opinions as to probable attendance. First, in the tabular part of the report, you estimate that there will be about 69 children, boys and girls, who will probably avail themselves of secondary education in this district; then, in another part, you say that in your judgment there will probably be about 100?

Witness: In the estimate of 69 one elementary school was omitted, but included in the 100 when later on I received the information.

738.—The CHAIRMAN: Then we are to take it that a hundred is the highest number you think would avail themselves in this district of the opportunity of obtaining secondary education?

Witness: I should not say so; that is only an approximate number. What I mean is, there would be probably more than a hundred; but I fix that as a possible minimum.

The CHAIRMAN: You refer to the whole district I have defined to-day?

Witness: Yes; to the whole of the northern district.

739.—The CHAIRMAN: Will you tell the Commissioners what branches of higher education, in your judgment, are desired by the parents in this district?

Witness: Navigation, with mathematics as a complement; agriculture, some form of manual work, mechanical drawing, book-keeping, mensuration, land surveying, and possibly one or two foreign languages.

740.—The CHAIRMAN: Modern also?

Witness: Yes; modern.

741.—The CHAIRMAN: What subjects for girls?

Witness: Dairy work, poultry rearing, cookery, laundry work, dressmaking, and, possibly, book-keeping and shorthand.

742.—The CHAIRMAN: Now, I will ask you are there any of these subjects that could be taught in connection with the existing elementary schools?

Witness: Under altered conditions they could, but not under present conditions.

743.—The CHAIRMAN: They could, so far as the Code is concerned?

Witness: Yes.

744.—The CHAIRMAN: Then, so far as girls are concerned, the elementary schools might be made to meet their educational needs?

Witness: Yes.

745.—The CHAIRMAN: Will you tell us, broadly speaking, what alterations would be required in the elementary schools, first as to the provision for teaching, and next as to structures—would they be considerable?

Witness: I think so. Probably the subjects would require special teachers, for I am afraid it would be difficult to find one person having the ability to teach all of them.

The CHAIRMAN: My question refers to girls.

Witness: To girls only?

The CHAIRMAN: Yes, take girls first. It is a large district. Do you think, so far as the girls are concerned, that, with the present school buildings, practical teachers could supply the need for instruction in the subjects you mention?

Witness: I do not think so for the whole of the north.

746.—The CHAIRMAN: Would it not entail a considerable alteration, structurally, in the buildings to teach cookery satisfactorily?

Witness: Not for teaching cookery alone, but there would have to be a certain amount of room provided if both cookery and dairy work were taught, for which the present accommodation would not be sufficient.

747.—The CHAIRMAN: As regards the subjects mentioned as those needed for girls, and which would be required to be taught in this district if this movement is promoted, would the present buildings be sufficient for them?

Witness: I do not think so, because we should require a separate room for this kind of

instruction, and most of the buildings only contain two rooms; so that if we have one room monopolised in this way it would leave merely one room for the remainder of the elementary work, which would be a practically unworkable state of things.

748.—The CHAIRMAN: Then, if the present school buildings in the district are not suitable for giving such instruction, the inference is that it will have to be given at a central school?

Witness: I do not see that any other conclusion can be come to.

749.—The CHAIRMAN: Having regard to the size and widespread character of the district—where would you place a central school?

Witness: I should say Ramsey would be the most suitable.

750.—The CHAIRMAN: How would children get there daily do you think?

Witness: I suppose they would have to remain in town the whole week. There are children at the present time who remain in town the whole week, and go home at week-ends, and who attend what may be termed secondary schools.

751.—The CHAIRMAN: Is instruction given in Ramsey in private schools, or other elementary schools, in subjects which you refer to as needed by the district?

Witness: In some of them, but not all. Modern languages, book-keeping, shorthand, manual work, and possibly mechanical drawing are given, I fancy—I think it safe to say those are given—but I do not think instruction in agriculture or navigation is given; nor, as far as girls are concerned, are the subjects of cookery, house-wifery, dairying, poultry rearing, bee-keeping, laundry work, or dressmaking taken up.

752.—The CHAIRMAN: Coming to the subject of evening continuation schools, can the need be supplied by them?

Witness: Not entirely, I think.

753.—The CHAIRMAN: Take evening continuation schools with scholarships to pass on the more brilliant scholars in the elementary schools to King William's College or the Higher Grade School at Douglas, could the need be supplied by these means combined?

Witness: I daresay it might be supplied in that way; but I question whether it would be satisfactory.

754.—The CHAIRMAN: Now I will ask you a question upon what is a mere matter of opinion—do you think when this matter becomes more thoroughly understood in the Ramsey district, people will be willing to help themselves by submitting to some further education rate?

Witness: I have very little doubt about it.

755.—The CHAIRMAN: I am not suggesting that the whole of the expense would have to be borne in that way; but if the Commissioners recommend a Higher Grade School it might involve some increase of rates. Can you tell me what is the rateable value of the district?

Witness: I cannot.

Mr GARSIDE (the Secretary): A penny in the pound would realise £90 for Ramsey, and £320 for the whole district.

The CHAIRMAN: Then it is clear that even a penny in the pound would do great things. I do not think I have any further questions myself to put to this witness; but perhaps some other member of the Commission may wish to put questions to him.

756.—Mr COWELL: I noticed that you referred, in answer to questions this morning, to private schools of a higher grade in Ramsey. Have you any idea what the fees are in those schools?

Witness: No, I have no figures at my command to which I could refer.

757.—Mr COWELL: Do you think the feeling in Ramsey—I will not take the country now—is strongly in favour of having a Higher Grade School; such as that at Douglas?

Witness: I consider that, taking into account the very short time the proposal has been before Ramsey, there is a very healthy feeling in its favour.

758.—Mr COWELL: Do you think there is much ignorance—I am not using the word in an offensive sense—do you think there is much ignorance as to what a Higher Grade School is?

Witness: A great deal.

759.—Mr COWELL: Supposing, say, the householders of Ramsey were informed fully as to what was meant by a Higher Grade School, what would be the effect, in your opinion?

Witness: I think it would have this effect Those who know anything about it are, as I think you know, generally in its favour; some who do not know do not express an opinion; and those who are indifferent express an adverse opinion. I think the effect on those who do not express an opinion being informed of the real purpose of a Higher Grade School would be that they would express an opinion in its favour.

760.—Mr COWELL: Then I take it you believe that the good sense of the public, if well informed, would be in favour of such an institution as a Higher Grade School?

Witness: I do.

761.—The CHAIRMAN: Does that apply to parents who send their children to elementary schools?

Witness: Yes.

762.—The CHAIRMAN: I suppose the parents assume that the charge would be the same as at Douglas, which is 9d per week, coming to about 1s, including books.

Witness: That is my opinion.

763.—The CHAIRMAN: What I mean is, have the public got a clear idea of what the charge would be?

Witness: I do not think it is a question of paying a fixed fee. I have heard many people say that they would be quite willing to pay anything reasonable, and 9d is quite a reasonable sum.

764.—The CHAIRMAN: Supposing they were told that such a school charge would be something like 15s a quarter, what do you think the effect of that would be?

Witness: It might have some effect in decreasing the number that might be in favour of such a school, but I do not think there would be any material decrease.

765.—Mr DRINKWATER: Assuming the cost of a Higher Grade School would be about £5 or £6 per scholar, in addition to the fees, do you think the country would approve of the additional rate of taxation?

Witness: I do not quite understand the question.

Mr DRINKWATER: The Royal Commission on Higher Education in England estimated the cost of a Higher Grade School at about £10 to £12 per head. I estimate the cost of the school at Douglas at considerably less than that. It might be put down at £8 per head per annum, of which the fees will amount to about £2, leaving £5 or £6 to be found out of the rates or out of the general revenue. Do you think such a charge would be acceptable in the country?

Witness: From figures given this morning, I gather that a rate of twopence in the pound would be sufficient.

766.—Mr DRINKWATER: It would supply the cost of about 100 children?

Witness: Yes.

767.—Mr DRINKWATER: And you think the country would be prepared to go to that extent?

Witness: I think so.

Mr DRINKWATER: Supposing a Commission should come to the conclusion that a Higher Grade School would be too expensive, do you think it feasible that, by adding to the present school buildings, education can be carried on further than it has hitherto been carried on in the Board Schools?

Witness: I think so, but I do not think that by establishing a Higher Grade School the general education rate will reach a much higher level.

768.—Mr DRINKWATER: At what age do you think scholars should begin at Higher Grade Schools?

Witness: Do you mean at which age should they go from the elementary to the Higher Grade Schools?

Mr DRINKWATER: Yes.

Witness: I do not think I would make it a matter of age, but of ability. I think, after they have passed the sixth or seventh standard, they will be ready for the Higher Grade School.

Mr DRINKWATER: Would you say about twelve?

Witness: I would say twelve or thirteen.

769.—Mr DRINKWATER: How long do you think they should continue at, say, the Higher Grade School of Douglas?

Witness: Till about 16 or 17.

770.—Mr DRINKWATER: How much would you set down for scholarships—sufficient to cover the fees, or sufficient to cover board and fees?

Witness: I think the board should be covered first. If possible the scholarship should be made to cover both board and fees, and if it is not possible to cover both, it should cover the board.

771.—Mr DRINKWATER: Would you throw the scholarships open to all, or would you limit them to the children of people so poor that they cannot afford to send their children to a Higher Grade School?

Witness: That is a very great question, one upon which I should not like to express an opinion off-hand.

772.—Mr DRINKWATER: Supposing the scholarships were for King William's College, would you have them to take the scholars right through the curriculum; then would you limit them to some age; or would you have open scholarships to carry clever boys in the elementary school, that continued to be deserving, right on to the University?

Witness: My own opinion is that they should have an opportunity of going from the elementary schools or Higher Grade School to King William's College, and thence, if they showed such brilliancy as to warrant such a course, on to the University.

773.—Mr DRINKWATER: Do you think they should go to the Higher Grade School, and thence to the College? Or do you think they should go to the College direct?

Witness: I do not think I have sufficient knowledge of the College curriculum to judge.

774.—Mr DRINKWATER: Supposing a boy was going to the University, you can hardly express an opinion whether it would be more advantage to him to go to a Higher Grade School first, and then to King William's College, which means a break, or the continuous education which would result from going direct to King William's College?

Witness: A great many things would have to be considered. In institutions like King William's College it is generally expected that there is a classical side, but which, in many instances, does not exist in Higher Grade Schools, and, if there should be no classical side, a boy going to the University would certainly require some further education in this respect at King William's College, where there is a classical side.

775.—Mr DRINKWATER: As to agriculture, you say in your report that instruction in that branch should not commence till the student is 15 or 16 years of age. Looking at the age at which children in the agricultural districts leave school, if he was going into agriculture, do you not think that the best training he could get would be the practical experience he would get on the farm?

Witness: In connection with a certain amount of theoretical instruction.

776.—Mr DRINKWATER: You say in your report that the subsequent instruction should not be before the student is fifteen or sixteen years of age. Do you mean there should or should not be a gap between the time of their leaving school and the continuation of their education?

Witness: What you read there (in the Teachers' Association report) is with reference simply to purely agricultural instruction, such as is given in Cheshire and other agricultural counties in England; and if such education is started in the Island it certainly should not be given till the boy reaches the age of fifteen.

777.—Mr DRINKWATER: Given in a practical form on the farm?

Witness: Oh, no; that is not the meaning of what is said there. That report has reference to agricultural schools pure and simple. No instruction is given in these schools except in

connection with agriculture, and boys go direct there from the elementary schools, and in most of these institutions provision is made for practical as well as theoretical work. It is only suggested in that report that if such institutions as that were formed here for the purpose of agricultural instruction, such instruction should not commence till the boy is 15 or 16 years of age. That is, I am in a position to say, a practical farmer's view.

778.—Mr DRINKWATER: I want to get that clear. There are some practical farmers in the room, and I may have the opportunity of putting the question to them. I suppose you consider that when children are at the elementary schools their time is fully taken up, and you cannot then give them any instruction in agriculture?

Witness: Not under the present Code, by which their time is fully occupied.

779.—Mr MOORE: Do you contend that only those who have passed the sixth or seventh standard should go to the Higher Grade School?

Witness: Certainly they should not go to the Higher Grade School for higher education, I think, below standard five.

Mr MOORE: In Douglas, some go to the Higher Grade School at standard three.

Witness: In that case standard three must be a preparatory division of the school.

780.—Mr MOORE: Yes. You are aware there is more or less difficulty in the schools in the country districts in dealing with standards six and seven?

Witness: Yes; I am aware there is considerable difficulty.

781.—Mr RYMER: As to the agricultural schools, the education is applicable to only a comparative few, and not to the general run of boys employed on the farm. Now, what would you do with the general run of boys employed on the farm—would you not give them their instruction at evening continuation schools?

Witness: Certainly that might be done, but it would be of a more elementary character, of course.

782.—Mr COWELL: As a matter of fact, what becomes of the majority of boys reared in the parishes—do they go to work on the land for a living?

Witness: Do you mean country or town parishes?

Mr COWELL: Take the country parishes, what becomes of the majority of the boys born and bred in them?

Witness: I have not the facts on which to judge, but I believe a large proportion of them stick to the land, and many emigrate.

783.—The CHAIRMAN: Can you give me the number of children in the seventh standard in this district?

Witness: For the whole district, no.

784.—The CHAIRMAN: Take your own school first.

Witness: Of boys and girls there are not more than half a dozen each.

785.—The CHAIRMAN: Does the curriculum of the school permit much individual attention being given by the teacher to children in the seventh standard?

Witness: Certainly not.

786.—The CHAIRMAN: Then, standard 7 cannot be effectively worked under present circumstances?

Witness: No, certainly not.

REV. S. N. HARRISON'S EVIDENCE.

787.—The CHAIRMAN: I think you have been living in this district many years?

Witness: Yes.

788.—The CHAIRMAN: Have you formed any idea for yourself as to the need of secondary education being promoted here? Would it, in your opinion, be really a boon that secondary education, as defined to-day, should be provided for the people in this district?

Witness: I think it would.

789.—The CHAIRMAN: That is to say, teaching in navigation, agriculture, and so forth, and in those branches of instruction for girls that have been mentioned would be a distinct boon, if given?

Witness: I think it would.

790.—The CHAIRMAN: Now, drawing a distinction between the two, do you think there is the desire, as well as the need for it?

Witness: I do not think there is any strongly pronounced desire in the rural districts?

791.—The CHAIRMAN: Is that because the people do not understand what secondary education really means? Or, to put it more specifically, do you think, if they knew that an opportunity would be afforded them of improving themselves in navigation, agriculture, dairy farming, and everything of that kind, that then they would have the desire for it?

Witness: I think a certain proportion would, provided the fee was sufficiently low.

792.—The CHAIRMAN: Have you formed any idea yourself as to the best mode of giving secondary education in this district generally? Do you think the elementary schools could be utilised for that purpoee?

Witness: I think so. I think in these schools education could be extended in the direction of drawing, elementary chemistry, and in the girls' school to cookery, which could be taught by some experienced person in the district.

793.—The CHAIRMAN: Have you formed any opinion as to establishing evening continuation schools in connection with the elementary schools?

Witness: I think it would be desirable to have evening continuation schools.

794.—The CHAIRMAN: Do you think the utilisation of the elementary school buildings for evening continuation schools, and the alteration of the curriculum, combined with scholarships, would meet the educational need in this district?

Witness: I think, under present circumstances, it would.

795.—The CHAIRMAN: Would you be in favour of that rather than of a Higher Grade School?

Witness: I would at present.

796.—The CHAIRMAN: Until the people better understood the need of secondary education?

Witness: Partly so, and because, under present circumstances, I think it better to make use of present school buildings, rather than go to the expense of special schools.

797.—Mr DRINKWATER: Do you know if continuation schools have been tried in the district? Have you had any experience of continuation schools?

Witness: Evening schools have been tried, and have been fairly successful for the time, but to evening schools there should be some support in the way of capitation, or something to encourage parents to send their children.

798.—Mr DRINKWATER: You agree that something is wanted to supplement the education of the children after they leave the elementary schools?

Witness: I think very material assistance to the work of education would be given by the establishment of evening continuation schools.

799.—Mr DRINKWATER: You would not limit the age?

Witness: No.

800.—Mr DRINKWATER: In your experience of continuation schools, were they most successful with children who had just left school, or with older persons?

Witness: I think with older children.

801.—The CHAIRMAN: Then for the present, I understand, you hold that it is better to utilise the elementary schools as far as possible by modifying the curriculum, to form evening continuation classes, and to institute scholarships. In that way you think that, for the present, the educational need of the district could be best met, rather than by the establishment of a central school?

Witness: Yes.

802.—The CHAIRMAN: Do you think, if such an education was given, it would create in the district a desire for something further?

Witness: I think it probable it would tend that way.

803.—The CHAIRMAN: Do you consider there is a readiness on the part of the people in the town of Ramsey itself, as distinct from the outlying districts, to avail themselves of secondary education?

Witness: I can hardly speak for the town, but I should think, if an opportunity was offered in the town for secondary or technical education, it would induce persons to take advantage of it.

804.—Mr COWELL: You seem to think that it would be an advantage that such education as we have been speaking of, should be carried out in the present elementary schools, possibly with some improvement in the buildings, but at all events in the present schools. Do you know whether the present staff of teachers in these elementary schools do or do not complain generally of being overworked with their present work?

Witness: It would require an increase of the staff, but the work could be done if the staff was increased.

805.—Mr COWELL: Suppose, in country schools, where there would be a necessity to add to the staff, do you think it better to do that, rather than to have one convenient central school with an efficient staff?

Witness: Under the present circumstances, I think it would.

806.—Mr COWELL: Do you think it would be less expensive to the district?

Witness: I do not think it would be more expensive. I do not know what the cost of a central school would be.

807.—Mr COWELL: I may take it for granted that you think it would be necessary to increase the staff of all the country schools?

Witness: No, I don't think it would be necessary to increase the staffs of all schools. I think we should try to induce the present teachers in some schools to do all the work themselves.

808.—Mr COWELL: But with the apparatus that would be required, would not the elementary schools be too small? Take the lessons in wood work, for instance, that it is proposed to give in country schools, would the present schools be large enough?

Witness: I think it possible to extend the class-rooms so as to meet the requirements in wood work, which would require more space than the ordinary lessons.

809.—Mr COWELL: Do you not think that, if such education is to be attempted as we have been referring to, every school in the district will require some additional accommodation in the shape of room and apparatus?

Witness: I do not think in rural districts it will be necessary to do much in that way.

810.—Mr COWELL: What would you say in respect to the town of Ramsey as to the necessity of building schools?

Witness: I think in the town it would be necessary to build schools for the purpose of industrial or technical education.

811.—Mr COWELL: If it were necessary to build such a school in Ramsey, do you not think there would be certain demands upon it from the country districts for boys who show ability?

Witness: Yes.

812.—Mr COWELL: So, as a matter of fact, the school in Ramsey would in practice become a central school?

Witness: Yes, in the course of time it would.

813.—Mr COWELL: I know you have had considerable experience of the lives of people in the country: in your opinion, what becomes of the majority of boys and girls born and bred in the country?

Witness: They become farm labourers; a small proportion become masons, joiners, or smiths.

814.—Mr COWELL: Could you say what proportion of the boys and girls remain in the parishes in which they were born?

Witness: I think the parishes vary a great deal; I would not like to undertake to say.

Mr COWELL: As a matter of fact, a great many boys and girls leave the country

parishes and come to the towns, or go to England?

Witness: A certain portion.

815.—Mr COWELL: I suppose you think it necessary that they should be instructed in more than agriculture?

Witness: Oh, certainly.

THE REV. G. PATON'S EVIDENCE.

816.—The CHAIRMAN: You are Chaplain of St. Paul's and a member of the School Committee, and have known this district for many years?

Witness: Yes.

817.—The CHAIRMAN: Have you formed any opinion as to whether secondary education would be a boon, and would meet a need in this neighbourhood? When I say need, I do not mean present desire—but would secondary education, in your judgment, be a great boon to this neighbourhood?

Witness: Do you ask me my opinion, or the opinion of my neighbours?

The CHAIRMAN: I am asking your opinion.

Witness: Well, I have always had a strong opinion in favour of evening continuation schools or classes of some kind. I have always been in favour of them, and in earlier days we had them in Ramsey, before education was made compulsory.

818.—The CHAIRMAN: Did those evening continuation schools give instruction in those branches we have defined as secondary education?

Witness: They were hardly continuation schools. I should rather call them supplementary schools.

819.—Mr COWELL: For the town of Ramsey?

Witness: They were for neglected children in Ramsey.

820.—The CHAIRMAN: That hardly answers the question I put. The question I just addressed to you was to elicit your opinion whether there was a need in this district, apart from the desire for instruction in navigation, agriculture, chemistry, book-keeping, shorthand, typewriting, cookery, joinery work, music, and the other subjects already mentioned?

Witness: I think certainly there ought to be something supplementary to the elementary system.

821.—The CHAIRMAN: Then comes at once the second part of my first question, is there also the desire for such instruction?

Witness: I have not heard such desire expressed.

822.—The CHAIRMAN: Do you think that arises from ignorance of the meaning of secondary education?

Witness: In some respects.

823.—The CHAIRMAN: Are the Commissioners to understand that, in your opinion, it would be a boon to have such instruction in the district; and that people would probably have a desire for it as soon as they came to know what secondary education really means?

Witness: It would be a good thing if they availed themselves of it; but that I am not so sure about.

824.—The CHAIRMAN: In your opinion, could elementary schools be made more available for such teaching than they are at present?

Witness: I do not see that under the Code they could be.

825.—The CHAIRMAN: Could not cookery and laundry work be taught to the girls?

Witness: They could be by adding to the staff. There is nothing I have been wishing for more than that instruction in cookery should be given to girls, and even, to some extent, to boys.

826.—The CHAIRMAN: Suppose the existing buildings were utilised for evening classes, do you think such subjects as have been enumerated could be taught to boys?

Witness: I think they could; but, though I do not think Ramsey worse than any other place, my opinion is there is no great desire for them.

The CHAIRMAN: If secondary education be given in this district, what mode would you suggest? Would you set up a central establishment, or, on the other hand, use the elementary schools, and adopt a system of scholarships to some higher educational institution elsewhere in the Island?

Witness: That is a long question.

827.—The CHAIRMAN: Then I will put it thus—Would you recommend the Commissioners to set up a central school, or would you advise them to utilise the elementary schools still further?

Witness: I would do neither. I would advise them to use the existing Grammar School for higher education.

828.—The CHAIRMAN: Then you think an agency already existing could be utilised?

Witness: I see no gap between the National Schools or Wesleyan Schools and the Grammar School and King William's College. That is my own strong opinion.

829.—Mr COWELL: If you see no gap, do you see any obstacle?

Witness: In what way?

Mr COWELL: In the price.

Witness: No. I see no obstacle in that. For the last thirty years, I have held the theory that the Grammar School should be made the connecting link between the elementary schools and King William's College. By a system of scholarships we should be able to get the *elite* of the scholars from the elementary schools, and at the same time encourage deserving and clever boys.

830.—The CHAIRMAN: Then, the Grammar School would, in your judgment, meet the end we have in view?

Witness: Most decidedly.

831.—Rev. F. B. WALTERS: What about the girls, we have not heard about them?

Witness: What I have said does not apply to them. It is a difficult thing to know what is to be done with the girls. What is done for them at King William's College?

Rev. F. B. WALTERS: That is not the point. We are inquiring into secondary

education for both boys and girls here, and my question is, what is to be done for the secondary education of girls?

Witness: Yes, I think something should be done.

Rev. F. B. WALTERS: What do you think should be done in this district for the secondary education of girls?

Witness: I have not come prepared to answer that question; and so any answer I might now give would not be worth the giving.

832.—The CHAIRMAN: I understood you to say a little while ago that elementary schools should be utilised for that purpose?

Witness: I do not remember speaking of girls.

The CHAIRMAN: I think if we could refer back to the notes of the evidence, it would be found that you expressed the opinion that the elementary schools should be utilised for the secondary education of girls?

Witness: Well, I think they could; but there is not the same organisation as for boys, who could be sent by scholarships to the Grammar School, thence to King William's College, and afterwards to Oxford or Cambridge.

833.—Mr COWELL: You have said you do not discover any gap between schools such as the National and Wesleyan Schools and the Grammar School, and that you thought the Grammar School was sufficient for the requirements as to secondary education. I ask you again if you do not see the obstacle I suggested, in the vast difference between the cost of education in the elementary schools and the Grammar School?

Witness: Yes; but I think that could be got over by a series of scholarships from the elementary schools to the Grammar School, and from the Grammar School to the College.

834.—Mr COWELL: In regard to the scholarships in elementary schools, would they not have to be of a limited number?

Witness: I do not see why they should be.

835.—Mr COWELL: How many scholarships would you suggest there should be to Ramsey Grammar School?

Witness: The scholarships should go by merit. I would have examinations to determine the most deserving.

836.—Mr COWELL: Suppose we consider the number 20, and suppose 30 parents have children going to elementary schools who wish to give them a better education at the Grammar School—they can't all get scholarships, and then the difficulty stands before them as to price. How would you get over it?

Witness: I would give scholarships from elementary schools to cover all fees. I would like to see the same system adopted as in Scotland, where they have a large system of bursaries, by which lads can herd sheep on the Grampian hills in the summer, and go to the University of Edinburgh or Glasgow from October to May.

837.—Mr COWELL: As to the question of Grammar Schools, do you not think that Douglas has had an advantage over Ramsey in having a Higher Grade School, to which the charge is only 13s per quarter?

Witness: My opinion as to Higher Grade Schools is that a struggling working man ought not to be called upon to pay a tax for his master's children's education.

Mr COWELL: Not even if he gets some advantage himself?

Witness: He does not necessarily.

838.—Mr COWELL: Do you not believe in that system of education, where, as in America, the working man can send his children to the same kind of school as the President's are sent, and they get the same advantages?

Witness: Yes, but that is not the system in the Isle of Man.

Mr COWELL: But I am suggesting a system of public schools where the children of all parents, no matter what their rank in life is, would be on equal terms; would you be against that?

Witness: I object to men getting 12s, or 14s, or 16s a week being taxed at the same rate for higher education as their employer, and for that employer's benefit.

839.—Mr COWELL: You are a trustee of the Grammar School?

Witness: Yes.

840.—Mr COWELL: Are there any funds belonging to the Grammar School in the way of endowment?

Witness: Not a farthing now.

The High-Bailiff: There is a small endowment—£2 about.

Witness: But the Grammar School does not get it.

The CHAIRMAN: As Chairman of the trustees of the Grammar School, I beg to say there is a small endowment of about £2.

Witness: I think you are both wrong.

The CHAIRMAN: Well, it is no use discussing that now, as the Commissioners have means of ascertaining exactly what the position is, and I am quite satisfied about it.

841.—Mr COWELL: You are in favour of the Grammar School as the next step to the elementary school in the ladder of education?

Witness: I think it is a very important rung of the ladder.

842.—Mr COWELL: Do you make any suggestion in the way of assisting the Grammar School? Supposing it was enlarged, and modernised to meet the requirements of the locality, would you say the cost should come out of the rates, or out of the revenue?

Witness: I am not come prepared with any scheme of the kind, and I am somewhat doubtful as to the advantages.

Mr COWELL: I am only assuming that, as you think the Grammar School should be connected with the elementary schools by scholarships, that you may be prepared to suggest some way in which the present Grammar School may be added to.

Witness: Certainly; I would like to see it extended in that direction.

843.—Mr COWELL: Supposing the Grammar School were assisted in such a way as to enable the management to lower the fees, would you be in favour of that?

Witness: All depends how low, because there would be no advantage in cutting them down on one side, and levelling them up on the other. I mean if you take away what you give.

Mr Cowell: I am not suggesting to take away anything.

Witness: You were suggesting lowering the fees, which is a taking away.

844.—Mr Cowell: We are supposing that the Grammar School is a school of a character to meet the requirements of this neighbourhood for boys whose parents are desirous of carrying their education further than it can be in the elementary schools; I want to make the scope of that school wider than it is at present—to make it more accessible, but it must be kept up. Can you suggest any way?

Witness: I do not agree with you in your desire.

845.—Mr Cowell: Then you think the Grammar School should be kept as at present?

Witness: Yes; I would make it a privilege to get into the Grammar School. It should take the froth—or rather the cream—off the other schools. They should pass from the elementary schools by scholarships into the Grammar School, and from the Grammar School to the College, and from the College to the University.

846.—Mr Cowell: Then, with the exception of by scholarships, you would not widen the doorway to the Grammar School?

Witness: No. In the first place, you can't do so, because the Grammar School is a private trust.

Mr Cowell: Not even if State aid were given?

Witness: I think you will widen it quite sufficiently if you give scholarships not only to the elementary schools of Ramsey, but to the whole North of the Island.

847.—Mr Drinkwater: At what age would you recommend they should leave the elementary schools for the Grammar School?

Witness: I would have no limit as to age, but take the standard they have passed. Let it be the sixth standard, say.

848.—Mr Drinkwater: How many years would you allow the scholarship to run?

Witness: If the scholarship was paid for by the public money, I would suggest that there should be an examination each year to test the worthiness of the scholar.

849.—Mr Drinkwater: Would you say that the scholarships should cover all school fees?

Witness: Yes.

Mr Drinkwater: Would you say board as well?

Witness: That would depend on the position the parents held. I would say so for those sent to King William's College, and the Universities.

850.—Mr Drinkwater: You would make a distinction between the poorer and the more wealthy people?

Witness: I think so. I certainly think the scholarships ought to cover the travelling expenses to and from the school for country scholars.

851.—Mr Drinkwater: Except in the difference as to the board, would you make the scholarships perfectly open—a question of merit, simply, not of means?

Witness: I think I would take the question of means also. I think encouragement ought to be given to the poorer people. I do not think, for instance, that your child, or the child of Mr Cowell should be treated in the same way as persons in your employment.

852.—Mr Drinkwater: Does it not strike you that it would be rather a difficult matter to draw a line?

Witness: It would have to be done.

853.—Mr Drinkwater: I think it is your opinion that if there was any increase of rates as the result it would be highly disapproved of?

Witness: I am sure of that. One thing I am sure of is, that the rates are not popular in Ramsey at this moment.

854.—Mr Cowell: Are they popular anywhere else?

Witness: I think there are some places where they are not quite so heavy as here.

855.—Rev. F. B. Walters: How many have passed the sixth standard in the school here?

Witness: I can't tell that. Mr Fennah can answer that.

Mr Fennah: From a dozen to fifteen.

856.—Rev. F. B. Walters: Do you think the majority of boys are well-educated in the elementary schools?

Witness (Rev. G. Paton): Yes, and their parents are satisfied.

857.—Rev. F. B. Walters: Then, really, we are talking about a provision for a small minority?

Witness: Yes

858.—Mr Rymer: As to this question of scholarships, you say it refers to only a small minority of boys, do you not think something could be done to increase the teaching powers in standards 4, 5, 6, and 7?

Witness: No doubt of that.

859.—The Chairman: If the Grammar School is changed in accordance with your scheme, it would be practically changed into a Higher Grade School, would it not?

Witness: Well, I do not know that that would necessarily be the practical effect.

860.—The Chairman: If the Grammar School, to supply the need referred to this morning, were enlarged, it would be practically a Higher Grade School, would it not?

Witness: Yes.

861.—The Chairman: Can you suggest any reason why the Commissioners should not do away with the Grammar School and convert it into a Higher Grade School?

Witness: I am strongly of opinion that it would be a great misfortune to Ramsey to do away with the Grammar School.

The Chairman: But it would be practically doing away with the Grammar School if we adopted your scheme.

Witness: I cannot see it, my Lord.

The Chairman: We might just as well start a Higher Grade School, *de novo*.

Witness: I think that my evidence must have given a false impression of my meaning. I have no wish to do away with the Grammar School. I have no wish to start a Higher Grade School.

862.—Mr JOUGHIN: Supposing a Higher Grade School similar to that at Douglas was started here, would there be any need for a Grammar School?

Witness: It would kill it.

MR J. C. LAMOTHE'S EVIDENCE.

863.—Mr J. C. LaMothe (High-Bailiff of Ramsey) said: I think that to turn the Grammar School into a Higher Grade School would be exceedingly good, and for this reason: that, with the exception of the times of my friend Mr Newton, and, before him, Mr Sparrow, the Grammar School, as such, has been a failure for the last 30 years. Mr Sparrow was fortunate enough, as Mr Newton is, to keep boarders, and that is where all the benefit comes from. I believe if the Grammar School was made into a Higher Grade School, Mr Newton would get away from the Higher Grade School into a private school, and, in fact, be much better off than he is at present. I think it is a right thing to establish a Higher Grade School here. The matter of rating is another thing. To rate the district would be unjust, because you would perhaps have one boy from Bride and none from Jurby, and you would have to rate the whole parish to get a few boys into the Higher Grade School. The cost should be provided for the whole Island, and not be borne by one particular district. You cannot give a district a benefit equivalent to the rate.

864.—Mr COWELL: You say that as a trustee of the Grammar School?

Witness: Yes.

865.—Mr COWELL: You say were it not that Mr Newton keeps boarders, and gained by them, it is a failure?

Witness: Absolutely. Take three or four masters back, it was as much as they could do to live—in fact, they did not live. Mr Newton has a splendid school, which is a credit to the town; but he may be gone to-morrow, and there is no one to take his boarders. I believe that a Higher Grade School, with all the benefits that I have heard are attached to it, would be of great benefit to the town. (Hear, hear.) Scholarships would follow with the boys who have the ability to rise.

866.—Mr COWELL: Speaking of the Grammar School, supposing it became a Higher Grade School, should it be in the present building or in a new one?

Witness: I would sell the old school, and take the Grammar School further away. The great difficulty is that the state of our buildings at present, and the state of the rates is such, that to build would be absolutely injurious to the people. They could not endure the expense. It would cost a shilling in the £ to build it. The present buildings are disgraceful. (Hear, hear.) We have no infant school, and our National schools, so far as the buildings go, are below par, and the building is in a very poor place. We should require new buildings. I hesitate to tell of the difficulties, because of the great difficulty it would be to the town—already the rates are twice as much as Douglas. Unless the Government helps Ramsey, it will be impossible for the people to remain here. They ought to be relieved as far as possible out of the Insular funds.

The Commission adjourned for luncheon.

On resuming,

867.—Mr DRINKWATER: Before we commence, I should like to say that, in what I mentioned this morning as to the cost of the Higher Grade School, Mr Rymer considers I have put too high a price. He thinks the elementary portion of the Douglas schools costs about £4 per head altogether, with the fees, and the higher portion about £7—with fees?

Mr RYMER: With the fees.

Mr DRINKWATER: My estimate was about £8, and £2 off for the fees—that is, £6 per head. I only made it out roughly, and I wished to rather under-estimate than over-estimate it in my statement. The Royal Commission allows from £10 to £12 as the cost of the higher portion of it, and I thought £6, and £2 for fees, would be a fair estimate over here.

868.—Mr COWELL: The cost now, Mr Rymer, in addition to the fees, is how much per head?

Mr RYMER: About £2 in the elementary portion, and in the science portion, the higher part of the school, about £5 additional to the fees.

869.—The CHAIRMAN: About 80 attend the higher, and 210 the lower, division?

Mr RYMER: Yes.

870.—Rev. F. B. WALTERS: Is that after the grant is deducted?

Mr RYMER: The whole gross maintenance, not cost of buildings, will be about 25s a quarter in the highest division.

Mr DRINKWATER: I was only asking what the highest portion cost; it seemed to me the elementary schools would provide for the lower.

871.—Rev. G. Paton: Might I ask why the Chairman of the School Committee has not been summoned to attend this meeting?

The CHAIRMAN: I was not aware he had not been invited, but if the Chairman of the School Committee desires to say anything, we shall be very happy to hear him at the close of the meeting; in the meantime, we must go on at once with our list of witnesses summoned.

Rev. G. Paton: I thought it my duty to ask.

The CHAIRMAN: There is no reason of which I am aware.

REV. A. S. NEWTON'S EVIDENCE.

872.—The CHAIRMAN: You are headmaster of the Ramsey Grammar School?

Witness: I am.

873.—The CHAIRMAN: And have known Ramsey for some years?

Witness: I have.

874.—The CHAIRMAN: Will you tell the Commissioners, in the first instance, what number of boys attend the Grammar School?

Witness: Day boys, I presume you wish to know There are 62 or 63 at present with me, of whom, say, 45 or 44 are day boys.

875.—The CHAIRMAN: Now, these boys are, I presume, for the most part, drawn from the district which we have under consideration this afternoon?

Witness: Almost entirely from the town.

876.—The CHAIRMAN: Will you state to the Commissioners what subjects I have enumerated as contemplated under the head of secondary education, are taught by you?

Witness: I did not go through the list you gave, my Lord.

The CHAIRMAN: I will read it again, if you like—navigation, agriculture, chemistry, bookkeeping, shorthand, type-writing, joinery, cookery, laundry work, music, and others.

Witness: We have chemistry, bookkeeping, shorthand, manual work, joinery; I do not know whether there is any other—yes, land surveying, to some extent.

877.—The CHAIRMAN: Of course, we bear in mind that Mr Newton is giving evidence of what is taught to boys. Girls are left out of the question entirely. Now, what fees do they pay?

Witness: Under twelve, 37s 6d per term, and 44s 6d over twelve.

878.—The CHAIRMAN: How many terms in a year?

Witness: Three terms in the year. I ought to say that includes all expenses with regard to games and instruction in drill.

879.—The CHAIRMAN: Now, in the total number of boys you have mentioned to us, have you any considerable number drawn from the class who pass through the elementary schools?

Witness: Yes; I should think, at a rough estimate, nearly one-half—I am not quite sure. They come to me very young, after they have passed through the elementary school. I have been able to educate people more and more, I think, to send their children to me at say ten or eleven; it is practically no use their coming when they are 14, and leaving when they have had a year at the Grammar School.

The CHAIRMAN: I quite understand that; your answer is: about half?

Witness: About half, I should think, of the total number belong to the class who usually pass through the elementary school. I mean about half of them might possibly go to the elementary school for their education.

880.—The CHAIRMAN: Have you any reason to believe that the wants of Ramsey are tolerably well met by the institution which you have for secondary education?

Witness: I have. A few years ago we had rather more day-boys, but we used to tap a section of boys who only came for a year, or under two years, and then they had to go to work. They came say at 14, or 13½, and stayed until 14½, or perhaps 15. Those are the day-boys; I leave the boarders out of the question, because they would increase the average; they come from England and from other parts of the Island, and do not affect the question.

881.—The CHAIRMAN: Now, something was said this morning with respect to making the Ramsey Grammar School, with which you are connected, a school to give secondary education—a central school for the northern district. Of course not only would you have to change it with respect to making it a mixed school, whereas now you only give instruction to boys, but you would have to change its curriculum very largely, so as to make it available for giving such instruction as is given at the Higher Grade School at Douglas. Would its character be much changed?

Witness: Its character would be completely changed, my Lord, and I think it would be a very great mistake. First of all, I am afraid we are rather at issue as to what elementary and secondary education is. I think I am expressing the opinion of the Incorporated Association of Headmasters, of which I am a member, when I say that elementary education should terminate with the seventh standard, but unfortunately in the Act of 1870 everything seems to be defined except elementary education; there is no definition of what is to be the limit of elementary education, and so it has tended to become more and more diffuse and overlap secondary education, as it does in our higher grade schools.

882.—The CHAIRMAN: You said a few moments ago there are some subjects we contemplated under the head of secondary education which are taught by you, but I presume, for the most part, yours being a Grammar School, the instruction you give is of the classical and mathematical kind?

883.—Witness: It is, my Lord. I have not quite answered your question, so will you let me quote this from a document prepared by the Association of Headmasters:—

"Secondary Education" means a course of Education which, in addition to instruction in the Class Subjects as prescribed for Standard VII. of the Education Code, includes also instruction in the higher branches of knowledge generally and more particularly in some or all of the subjects: Languages and Literature (Classical and Modern); Mathematics; any of the subjects in the Syllabus of the Department of Science and Art; Music and Painting; Commercial, Domestic, and Agricultural Subjects; Manual instruction in the use of Tools; but it does not include instruction in the practice of any trade, industry, or employment.

Witness (resuming): And so I would say that a higher grade school is not a secondary school; it is a mixture, and not in accordance with the opinion of the Association of Head Masters. I would say further that higher grade schools should be taken away from the control of the elementary education authority—for instance, the School Committee of Ramsey—a body that is elected to promote elementary education is not fitted to control and manage secondary education. The two things ought to be kept separate and distinct.

The CHAIRMAN: I think it is another point altogether, who should have control of the secondary schools to be established, and we may keep it apart.

Witness: But I think it bears on your question, my lord, that is all.

884.—The CHAIRMAN: You consider that if the Grammar School at Ramsey was changed so as to offer the secondary education that we contemplate you would have very largely to increase the modern side?

Witness: It depends on what the fees would be.

885.—The CHAIRMAN: To meet the requirements of not only Ramsey, but of the district

generally, how many of your 62 scholars take instruction at the present time in subjects such as we have mentioned, and which may be considered as on the modern side?

Witness: As a rule, about one-half.

886.—Mr Cowell: You gave us, as the fees at the school, 37s 6d under 12. and 44s 6d over 12?

Witness: Yes.

887.—Mr Cowell: And there are three terms?

Witness: There are three terms.

888.—Mr Cowell: Are these figures inclusive?

Witness: No; drawing is an extra, and French is an extra; those are the only extras.

889.—Mr Cowell: Then, suppose a boy under 12 learnt drawing and French, what would the fees come to then?

Witness: It is a matter of addition—12s more.

890—Mr Cowell: That would make £2 11s 6d?

Witness: Yes. In case of a boy above 12, the fee is £2 4s 6d.

891.—Mr Cowell: Is it also in his case 14s more for the other subjects?

Witness: Yes.

892.—Mr Cowell: Making it £2 18s 6d?

Witness: Yes.

893—Mr Cowell: You told his Lordship that, supposing the suggestion made this morning were attempted to be carried out in connection with your school, the character of the school would be changed entirely. Explain what you mean by that?

Witness: Well, you have a number of children who would come in, and whose parents would be glad to avail themselves of the Grammar School, but who really only require an elementary education, and who might get all they wanted in the elementary schools if the standard of those schools were raised. I take it, if there is any desire, as I gathered this morning, to have a Higher Grade School in Ramsey, it is because it is the result of making education free. But there is still a certain section of parents who wish to pay for their children, and separate them from other classes of children.

894.—Mr Cowell: Following that up, I want to know what you mean when you say the character of the school would be entirely changed; whether you mean that, supposing the boys of very poor parents were lucky enough to win a scholarship in the elementary school, and were then to become members of your school, would that be likely to have an effect on the minds of parents whose boys now come to your school?

Witness: Certainly not.

Mr Cowell: You think not?

Witness: I do.

Mr Cowell: You think there would be no objection to the association of clever boys out of the elementary school, the sons of poor parents, with your boys?)

Witness: Certainly not, so long as they remained in the minority.

895—Mr Cowell: But the introduction of that element, would, you think, disturb the harmony of your school?

Witness: Certainly not; I think it would improve it.

896—Mr Cowell: Did I understand you to say that, taking the elementary school on one hand and your school on the other, there is no opening in Ramsey for another class of school?

897.—Witness: I do not think there is, except for an elementary school at which parents could pay for their children, so as to get for them, if possible, rather more attention. I do not think the solution of the question is in the improvement of our elementary schools, which are understaffed at present, so far as I know anything about them.

898.—Mr Cowell: That is admitted, I think. But still is there anything more required than elementary education?

Witness: I think there is, and that can be encouraged by the establishment of scholarships, by the reduction of fees, and by grants to the Grammar School. I think the fees might with advantage be reduced to say £1 10s and £2 2s inclusive, and I believe it would meet with the wants of all.

Mr Cowell: You don't quite take my point; I am not now simply on the question of fees. I wish to know this: Taking into consideration the demands of the present generation, will you venture to say there is no demand for a higher class of education than the elementary schools give—possibly ample—and between those and your school?

Witness: I think there is a demand for a higher education than the elementary schools at present impart; but you cannot teach to those boys who are going to leave at 15 the list of subjects which I understand is the list of subjects taught in the Higher Grade School—mathematics, elementary algebra, sound, light, heat, Latin, French, English history, drawing, and drawing for woodwork, theoretical and practical chemistry, practical physics, elementary mechanics (solids), geometry, stage 1, English language, &c. I think to thrust all those on boys who are leaving school at 15 or 16 is absurd, when they are going to work.

899—Mr Cowell: Never mind where they are going to; is there a demand to-day in this town and district for a somewhat similar curriculum to what they have in the Douglas Higher Grade School?

Witness: I must say I do not think so, not among a large number—not more than could be provided for at the Grammar School.

900—Mr Cowell: Do you profess to deal with a curriculum like that at the Grammar School?

Witness: No, because my boys do not require it; we cannot give some of those subjects, because we have not the scientific teachers to do it.

901.—Mr Cowell: But you have the room?

Witness: Oh, we have the room?

Mr Cowell: Sufficient rooms for this curriculum?

Witness: Yes, but neither do my boys require all these at the age they leave me which is 15 at the average.

902.—Mr Cowell: You say they do not require it?

Witness: I mean to say they cannot take it in; you cannot teach it to them in the time.

903.—Mr Cowell: I want to go a bit further; it is not what the boy or the parent requires What is it the State requires? What are the demands of the age?

Witness: You cannot do impossibilities.

904.—Mr Cowell: I will get it another way; we will take Germany. You know a good deal about the education in Germany?

Witness: I know something about it.

905.—Mr Cowell: You have read a great deal as to its character, and as to what the effect of education has been on the wealth of Germany. Is there any reason why the wealth of this country should not have the same advantages?

Witness: Not at all, but I say you must begin at the bottom, in the elementary stage.

906.—Mr Cowell: Well, we understand each other that it is desirable the wealth of this country should have somewhat simil advantages to the wealth of Germany, if possible. How would you propose to obtain those advantages?

Witness: I should start at the root, at the elementary schools; I believe the masters do the very best in their power, but their means are scanty, and they are far from attaining the level they should.

Mr Cowell: Well, what do you suggest? We have the elementary school and the Grammar School; I want to carry out an improved system, the German system?

Witness: You must strengthen the powers of the School Committees, and make them act with the despotic authority they do not now possess.

Rev. F. B. Walters: I venture to suggest an answer to you; we must do away with the pupil teacher, who is an unknown quantity in Germany.

Witness: Yes.

907.—Mr Cowell: There are many details we need not go into. I believe that the German compulsory law is very strict and comprehensive; but, apart from that, cannot we have in connection with such a school, as we now suggest, more technical and advanced education?

Witness: I think you might do that by continuation classes. I do not think, seeing the early age at which they leave school, that you can do much more beyond giving them a knowledge of elementary science.

908.—Mr Cowell: Why do they leave at such an early age?

Witness: Because the parents want them to get to work to earn their living.

Mr Cowell: Is that the only reason?

Witness: As far as I know.

909.—Mr Cowell: Do you happen to know whether, when he has passed the sixth standard, he can advance much further in the elementary school?

Witness: There is the seventh standard.

Mr Cowell: But take the rule?

Witness: I think a great deal more might be done. I do not know whether the system of standards is not fatal to what you call the firmness of education, because boys come to me at the sixth standard, and they have to begin at the lowest form but one, and that is unfortunate.

910.—Mr Cowell: But it has been shown that, owing to the understaffing, the teacher cannot give to the boys that attention which is most desirable to give, and, therefore, the boys do not make that progress that is wanted. Then the parent, finding there is not much advance for the lad just then, does not think it worth while continuing him at school. I want to ask you, does not just at that point the necessity arise for an improved technical higher grade education

Witness: It seems, as if it were granted, the parents would allow their boys to remain.

911.—Mr Cowell: It is no use, of course, unless they consent. Now, with regard to this particular district. Are you forming your opinions on the opinions of the parents, or upon the needs of the district—I mean your general views with regard to the want or non-necessity of such a school?

Witness: I am a little bit in the dark.

912.—Mr Cowell: For instance, of course it is quite possible a parent might consider a child wanted no more education, and that parent might be taken as a type of hundreds of parents, but taking another view, in the interests of the State and of the country, and all the other interests involved, might it not be desirable for us to decide that some form of education, and a more advanced form, is necessary?

Witness: I quite agree with that.

913.—Mr Cowell: Are you forming your opinion, then, on what the parents think, possibly in ignorance, or upon what you would think, if you were giving your opinion on the abstract question?

Witness: I am forming my opinion on what demand the parents make for this education.

Mr Cowell: But I am speaking of the public generally. This question as to secondary education only came up lately in the Isle of Man.

Witness: The name of secondary is only newly invented.

914.—Mr Cowell: But the general public do not know much about the object of this Commission at the present moment, and they do not know what it means; but supposing they had a wider knowledge, and they understood the advantages, do you think they might alter their opinion as to the necessity of children going to school?

Witness: Yes; but I do not think they would keep them at school any longer.

915.—Mr Cowell: But do you think they would not?

Witness: I have some means of judging, some experience that guides me.

916.—Mr Cowell: Supposing I were to say a first-class education of a secondary character, technical education, could be given in the interests of the North of the Isle of Man for a price or fee not to exceed 15s per quarter, and if the public knew that thoroughly well, don't you think it would alter their opinions as to the children going to school?

Witness: I do not think it would, as regards keeping them at school a longer time. May I

give you my opinion as to that? We had four scholars six years ago; scholarships were offered for three years, with power to prolong, but only one stayed the three years out, the rest leaving at under three or under two years, much against my own will. I am all in favour of scholarships, but I must say our scheme at that time proved a failure. Another thing which goes to show the want of improvement in the elementary schools is, that of those scholarships one was offered to a district where there were two Board Schools. We could get nobody to compete, and we invited one of the masters to meet us. He said, "Will you accept my best boy, and my friend will send you one of his best the next time the scholarship is vacant." Well, we accepted it rather than allow the thing to fall through; but it was not a good way of getting scholars.

Mr Cowell: It is not a good way to argue from particulars to the general, and I want to deal with the general.

Witness: But I have given you four cases of boys, and only one remained on the three years.

917.—Mr Cowell: I want to try if I can possibly get you to express an opinion on the subject, and I do not think you have quite done so yet. I want to know, if possible, putting out of your mind what the parents may think—because I am arguing now that the parents presumably do not know much about this inquiry.

Witness: There we are not on common ground; I say the parents do.

Mr Cowell: Your parents?

Witness: Any parents whose children would require secondary education.

918.—Mr Cowell: Let me assume a case. Supposing the majority of parents in the north of the Island do not know or understand what secondary education is, but you do—you have a close acquaintance with it. Would you venture to say that, in the interests of the community, a superior school for the teaching of technical education is not required?

Witness: I would not venture to say that. Something of that kind is required. I should like my own school improved.

919.—Mr Cowell: No matter; you say it is required?

Witness: Well, I say something for a limited number of children is required.

920.—Mr Cowell: That is not the answer I want you to give. I want you to give me an opinion now which is not one intimately connected with your school or your work; but, as an educationist and a man who thoroughly understands the subject, I want you to express an opinion, if you can, as to whether, in the interests of Ramsey and the north, such a school as that is not required?

Witness: I do not think so.

921.—Rev. F. B. Walters: To sum up what you have been saying, you think, in the first place, the elementary schools of Ramsey want improving?

Witness: Yes.

922.—Rev. F. B. Walters: Are they so understaffed that, therefore, the boys do not get up to the sixth standard in the way they ought to do?

Witness: Yes.

923.—Rev. F. B. Walters: The sixth standard boys are not what sixth standard boys should be?

Witness: No.

924.—Rev. F. B. Walters: And I understood you would welcome a system which allows the boys who have passed the sixth standard to come to you?

Witness: Yes.

925.—Rev. F. B. Walters: And you would be prepared practically to provide for all boys who have passed the sixth standard?

Witness: I have shown that—yes, if there were scholarships for them.

926.—Rev. F. B. Walters: What you mean is that you do not want to tack on to your school an elementary school at 9d per week, but you would be quite prepared to take all the boys who had passed the sixth standard.

Witness: Within certain limits.

927.—Rev. F. B. Walters: Of course such limits as Ramsey offers, which are very small?

Witness: Yes.

928.—Mr Cowell: There is another question, Mr Newton. Would you feel yourself willing to express any opinion as to the necessity for a better school for girls? How are girls to be taught these subjects which are in your list?

Witness: That follows our argument that there should be a higher school—a grammar school for boys and a high school for girls, under public management and the control of a Board of Trustees, as your secondary school ought to be, in my opinion.

929.—Mr Cowell: On a similar foundation to yours, but for girls.

Witness: A Board of Trustees publicly elected.

930.—Mr Cowell: Would the fees require to be as high as yours?

Witness: I should think so. The question of scholarships may arise again, and I should like to say that persons who have allowed their sons to compete for scholarships have always sent them to the Grammar School.

931.—Mr Cowell: Do you think the ordinary tradesman of Ramsey, with a family of five or six, could afford to send two or three boys to the Grammar School and two or three girls to a school such as you have mentioned, and pay those fees?

Witness: Well, it depends on his position.

Mr Cowell: Take the ordinary tradesman—I don't mean the big man?

Witness: I have one who is now sending two, but I cannot go into this without looking through the list of names.

Mr Cowell: But take the question of two at your school and two at the ladies' school; what would that amount to in a year for the tradesman to pay? Yours might come to something from £9 to £12 per year per boy.

Witness: But we are supposing it to be reduced considerably. I say it is impossible under present circumstances, but I am in

favour of a reduction of the fees for the Grammar School, if we could get a grant from the Insular revenue.

932.—Rev. F. B. WALTERS: A Government grant?

Witness: Yes.

933.—Rev. F. B. WALTERS: There is no difference between this and the Higher Grade School, except the difference in fees?

Witness: No.

934.—Mr COWELL: It is only the question of the price to pay for it?

Witness: There is a better class of parents who take their children away from those schools and put them to a school above it. If you want a good article, you must pay a decent price.

935.—Mr COWELL: That is a sound principle, if it can be done; but I want to find out whether your suggestion is practicable, and I am supposing the case of a tradesman or lodging-house keeper in Ramsey who may have four children; two have to go to the Grammar School and two to the other school. Do you suppose it is at all possible in the case of the man I have named?

936.—Witness: It all depends; if he has a large family he must have his difficulties to face, as many others have to do. If he has two in each school between the ages of ten and sixteen, he would be awkwardly situated, I grant; but the case would not often occur, and I should not reduce the quality of the whole education, and the staff, to cope with such cases. I have had a boy recently who came to me from the Higher Grade School; his parents have come to live in Ramsey on purpose to send him to me. The High-Bailiff said just now, "Do away with the Grammar Schools"; consequently he does away with the whole argument of the last two years, of how much good the Grammar School is doing in the town. People have come here from various parts of the Island because we have got a pretty good Grammar School here in Ramsey.

937.—Mr COWELL: I understand you to say these fees would have to be maintained in your own school, and in the girls' school on a similar scale unless you get aid from the State?

Witness: That is so.

938.—Mr COWELL: If you got aid from the State, would that not alter the whole constitution of the school as to its management and control?

Witness: Well, that is the new proposal of the Education Bill; the trustees would then be subject to the control of a division of the Education Department.

939.—Mr COWELL: Would your trustees be willing to do that?

Witness: I have no reason to suppose they would not; I should be quite willing, only I would maintain the character of the school.

940.—Mr COWELL: You would raise no objection to interference?

Witness: No; I have urged it for years.

941.—Mr COWELL: Would not that interference be likely to affect you in the matter of the building?

Witness: It would require an Act of Tynwald to sell the old building, and perhaps, if we had Government aid—say a grant of £1,500—to erect new school buildings, the trustees by the fees could pay it off by a sinking fund.

942.—Mr COWELL: So that it really comes to this, you have not a building at present?

Witness: We have not.

943.—Mr COWELL: And if you sold your present property, the sum raised would require to be very considerably assisted by a State grant to enable you to provide other premises?

Witness Yes.

MR ROBERT COWLEY'S EVIDENCE.

944.—The CHAIRMAN: I believe you are engaged in the trade of Ramsey, and have taken an interest in educational matters?

Witness: I have been six years a member of the Ramsey School Committee, and 14 years connected with the Ramsey Methodists' School.

945.—The CHAIRMAN: What have you to say to the Commissioners with regard to the need and desire for secondary education?

Witness: That is not an easy matter to give an opinion about.

946.—The CHAIRMAN: Do you think it would be an advantage and boon to the neighbourhood if the subjects specified were given?

947.—Witness: I think it is desirable that some provision should be made, though it is difficult to provide for the district. I am not quite sure as to the number which would be available for the Higher Grade School. I am satisfied that the Grammar School is almost a necessity here, taking into account the number of families who come to live here. I am fully satisfied that even if a Higher Grade School was provided there would still be a necessity for the Grammar School.

948.—The CHAIRMAN: You would not be in favour of converting the Grammar School into a Higher Grade School?

Witness: I am not at all clear in my opinion on that point. I think the Grammar School foundation might be enlarged, and, in addition to that, a modern side provided, or some further provision made for those children who would like to attend the school at a later age than up to 13 or 14.

949.—The CHAIRMAN: Supposing one of these two things were done—either that the basis of the Grammar School were enlarged, and a modern side included; or, it were made into a Higher Grade School, do you think it would meet the needs and requirements of the district—the town and the parishes round?

950.—Witness: I think so. I think there is a necessity on the part of the district, as well as of the town—but I see a difficulty about the rating. A larger number would be available from the town, and it would not be fair to rate the parishes in the same proportion as the town. Then, again, the population to be drawn from would be of a very different class. There are more of the middle class in the town who would be likely to take advantage of the modern system. If our young people are to take their place in competition across the

water, they should have the same opportunities as children in other parts of the Island.

951.—The CHAIRMAN: I can quite understand that it would act as a deterrent to any parent to put his child down for a school if he felt that he would be looked upon as increasing the rate on his parish, and that is a great consideration in the Isle of Man.

Witness: There is a great deal in that.

952.—The CHAIRMAN: Then, on the whole, what is the best mode of providing for the needs of secondary education?—by a central school, or would it be better if we tried to strengthen the elementary schools as they at present exist, and provide evening schools as well?

Witness: I do not think the full need would be met by any one system. We should strengthen both if possible—either strengthen the elementary school, or provide a Higher Grade School.

953.—Mr COWELL: If you strengthen the elementary school, would that do away with the necessity for a Higher Grade School?

Witness: I doubt if the elementary school is in a position to be strengthened—at all events as now constituted.

954.—The CHAIRMAN: If we strengthened the elementary schools, and, in addition to that, had handsome scholarships to other schools in the Island?

Witness: That would not do so well as a Higher Grade School.

955.—The CHAIRMAN: Then you would, on the whole, be in favour of a Higher Grade School in the district?

Witness: To a certain extent. I do not think in the district of Ramsey the average for the Higher Grade School would be more than from 50 to 70.

956.—Mr MOORE: In addition to those attending the Grammar School?

Witness: Yes; but I mean the district as well as the town, and that includes girls. I think there is a greater demand for improvement in the education of girls than that of boys.

957.—Mr DRINKWATER: I suppose you are considering the question of rating?

Witness: Only as between town and country.

958.—Mr DRINKWATER: Do you think it would be popular to increase the rate for this purpose?

Witness: I do not anticipate any difficulty about that, providing the school was sufficient to meet the ordinary wants of the district.

959.—Mr DRINKWATER: You think it would be willingly accepted?

Witness: I think so. I think a twopenny rate would be the outside required for the wants of the district. I think such a school would earn a considerable grant after the official inspection.

960.—Mr JOUGHIN: Where should the Higher Grade School be?

Witness: In the town of Ramsey, decidedly.

961.—Mr COWELL: You say that not more than 70 children would have to be provided for?

Witness: That is my opinion.

962.—Mr COWELL: How do you arrive at these figures, approximately?

Witness: I have not gone into any statistics, but from my experience in connection with the Albert-road Schools and the statistics I have seen of the National Schools here, I estimate that 40 or 50 would be available from the town and possibly 20 from the country parts.

963.—Mr COWELL: How long have you lived in Ramsey?

Witness: Thirty-eight years. I remember the days of McAuley's and Mark's schools.

964.—Mr COWELL: Would you be surprised to learn that at one time 80 boys went to McAuley's and 25 to Mark's school, when Ramsey was half the size it is at present? The schools I refer to were private schools, at which navigation was a special subject, and many first class seamen were educated there who took very high rank indeed. A first class commercial education was also given, and about the highest fee was 10s a quarter. Supposing these facts to be correct, if 100 boys could be found in these days to pay 10s per quarter, don't you think we ought to be able to go on? There was a Grammar School then as well as now.

Witness: There was no elementary school. There was a charity school and two Dames' schools.

Mr COWELL: It was the National School under the same class of management as now.

Witness: I am not well acquainted with the state of things then. My experience in those days was in the country, where I was educated. I have never attended a town school.

965.—Mr COWELL: Supposing these facts as I state them to be approximately correct, is it not surprising that you could only get 70 scholars in Ramsey to-day when the population is nearly 5 000?

Witness: But the other facilities for schools in Ramsey now are so different—you cannot compare those days with the wants of the present day. As to McAuley's days, I believe the prosperity arose from the fact that he was a first-class master and a popular man.

Mr COWELL: While a good master in many respects, he could not hold a candle to the masters of to-day; but you have not answered my question——

Witness: I do not think we could get the same number now, considering the other facilities there are for education.

966.—Mr COWELL: Have you any idea how many pupils attend the private schools in Ramsey to-day?

Witness: There are a good number I know—principally girls.

Mr COWELL: Perhaps you would be surprised to learn that, including the Grammar School, 174 children go to private schools in Ramsey to day.

Witness: That includes infants, boarders, and so on——

967.—Mr COWELL: Superior class with high fees. Do you think there is room for a girls' school with a superior curriculum, and such a one as would come within the reach of a tradesman or a boarding-house keeper.

Witness: Yes; and I think there is a stronger need on behalf of the girls than the boys.

968.—Mr Cowell: How should the demand be met?

Witness: By a good secondary school.

969.—The Chairman: You include the girls in the 70?

Witness: Yes.

970.—Mr Cowell: How do you divide them?

Witness: In about half—say from 35 to 40 boys.

971.—Mr Cowell: Would you be in favour, with the numbers as you believe them to come out, of erecting such a school here as might be correctly described as a secondary school, with an expensive staff, apparatus, and so on, for only 35 boys and 35 girls?

Witness: That is one of the difficulties that I have had in arriving at a conclusion in the matter. I doubt if our district is ripe in necessity for providing such a school. I am considering the fact that this would not be a compulsory school—that you could not compel children to attend. It would have to be purely voluntary. I do not think that for years you could get a larger number than 70, because there will always be the private schools, and always I expect a school in the nature of the Ramsey Grammar School.

972.—Rev. F. B. Walters: You say you consider the Grammar School to be a necessity?

Witness: I do.

973.—Rev. F. B. Walters: Why?

Witness: Taking into account the class of parents who come here to reside with children to educate. I am very doubtful that private families who come here, having incomes, would take advantage of a Higher Grade School.

974.—Rev. F. B. Walters: You think it would be serious if the Grammar School, as such, were killed off?

Witness: I think it would.

Rev. F. B. Walters: That view of the case is worth considering.

975.—Mr Joughin: Then you do not think there is a necessity for the two?

Witness: That is one of the difficulties. If the Grammar School Trust could be enlarged and widened, put upon a broader basis, it would do for some time. If anything more is to be done, it would seem that a Higher Grade School is a necessity.

MR JAMES CALLOW'S EVIDENCE.

976.—The Chairman: Mr Callow, you are a member of the Ramsey School Committee, and have lived in Ramsey a number of years?

Witness: Yes; I have lived in Ramsey above 60 years.

977.—The Chairman: What is your view with regard to the need for secondary education in the district?

Witness: My opinion, after considering the matter for many years, is that there is a great necessity for a school between the elementary schools and the Grammar School. Mr Newton speaks of the Grammar School; but many people think it is more of a private school. Many people think he gives an education of a higher nature. There are many parents in Ramsey who have several children, and who cannot afford to send their boys to Mr Newton's school, nor their girls to the girls' schools we have, because the fees are so high. I do not say that the schools should not go on; but they are supported by fees alone, whereas the school I mention would be supported by the Government as well. I think many of the Ramsey people would be willing to be rated up to a rate not exceeding 3d in the £.

978.—Mr Cowell: What is the rate now?

Witness: There is no education rate at all this year. It has been a penny or three-halfpence every other year. The elementary schools have the lowest possible fees in the Isle of Man. They have been working under great difficulties. Mr Paton has done a great deal to keep the schools going, but I do not think they can be kept going much longer without a rate. I think we should have a rate to put the elementary schools in order, and to provide a better staff, provided they were put under public control, and have a rate for a higher school, which need not interfere with Mr Newton's school, nor the other private schools in Ramsey. Many children attend the Wesleyan School whose parents will not send them to the National School. There is a good deal of caste about Ramsey, and they would not send their children to Mr Paton's school even if they got an education above the sixth or seventh standards. That being the case, and having judged the feelings of a great many persons in Ramsey, I believe they would go in for a small rate, because they think such a school should be established. As Mr LaMothe has said, we are very heavily rated in Ramsey, and that is one of the reasons why the people have not gone in for improvements in their schools.

979.—The Chairman: You say that elementary education requires strengthening—that is scarcely within the scope of our inquiry. We wish to know how the education can be strengthened in the higher subjects?

Witness: I think the education might be improved in the elementary schools, and I say that that cannot be done at present, because the schools are undermanned—the teachers could do the work, but they have not the time to do it, nor the accommodation in the schools. I know many people who cannot afford to send their children to Mr Newton's school would be glad to give their children a better education than they can get at present, I think Mr Cowley's estimate is too low, and that there are about 100 such children now in the district.

980.—The Chairman: What do you think should be done?

Witness: I think we should have a Higher Grade School in Ramsey, and I do not think a rate of threepence in the £ would be objected to. If we have this secondary school, I think a great many children would go from the National School and the Wesleyan School, and that would give plenty of accommodation in the town.

981.—The Chairman: If you had such a central school, would it be available for the

outlying parishes — Bride, Andreas, Jurby, Lezayre, and Maughold?

Witness: I think it would. It would depend upon the subjects taught in the school whether the parents would send their children in—a very good education is given in the Board Schools there. I believe there would be at least 20 children, as Mr Cowley has said.

982.—Mr JOUGHIN: You would not recommend a 3d rate on the parishes?

Witness: That is a difficult matter to give an opinion upon. I should think it would depend upon the number of children who would attend.

983.—Rev. F. B. WALTERS: It looks to me as if what you propose is not so much in the interest of higher education, as an attempt to make a mixture of the voluntary elementary schools, and subsidise them from the rates in order to avoid getting the whole elementary system of Ramsey on the rates?

Witness: I think you misunderstand me.

984.—Rev. F. B. WALTERS: You said it would relieve the elementary schools, and so avoid a higher rate—the rate in Douglas is 8d.

Witness: But I think this school would supply all the elementary needs of Ramsey for the next eight or ten years. I think that is what is required by the district.

985.—Mr MOORE: In fact, you want to make a good sixth and seventh standard in the elementary schools, and give them support they do not get at present?

Witness: That is so. That is admitted by the masters, because they are not sufficiently staffed.

986.—Rev. F. B. WALTERS: Suppose it came to a rate of 5d, do you think there would be the same eagerness? Do you think they would be eager to go on after paying 5d to increase by 3d, bringing the rate to 8d?

Witness: I do not know. The principal objection is the rate, because, in other ways, Ramsey is so heavily rated. But, at the same time, look at the injury done to the rising generation.

987.—Mr MOORE: Is there much demand for instruction in navigation?

Witness: Oh yes. You should see the number of fishermen here, able-bodied men, who have just a smattering, and who are kept down for the want of education. If they were better educated they might have positions in the Navy, in the coasting trade, and also in foreign-going ships. I believe there is a great need for the teaching of navigation in Ramsey.

988.—Mr COWELL: Do you think the inhabitants of Ramsey understand the advantage of a secondary school?

Witness: No, I do not think they do. Many think it means teaching drapers' and other apprentices furniture making.

989.—Mr COWELL: Do you think, if popular lectures were given in the town and neighbourhood, stating what is meant by a secondary school, and stating the advantages to be gained from it—that the result would be that the new system would be supported?

Witness: I think so.

990.—Mr COWELL: Do you think the people are indifferent because they know, or because they do not know?

Witness: They are indifferent because they do not know. I think those who do know it are decidedly in favour of it.

EVIDENCE OF MR J. R. KERRUISH.

991.—The CHAIRMAN: You have heard what has been said generally to-day on the subject, and now I ask your opinion as to whether there is great need for secondary education in this neighbourhood?

Witness: Yes, I think it is a disgrace to Ramsey we have not got it. It is a disgrace to the town there is such a deficiency in the education here.

992.—The CHAIRMAN: Do you concur in what has been said as to the elementary schools not providing for the requirements of the district?

Witness: They do not meet the requirements of the times.

993.—The CHAIRMAN: What would you suggest to the Commissioners as the best way of providing secondary education in the district?

Witness: I do not know what to suggest, unless you start a central school for the district.

994.—The CHAIRMAN: Where would you place such a school?

Witness: In Ramsey.

995.—The CHAIRMAN: Do you think such a school would be available for the outlying districts?

Witness: Yes; I would make it a school for day boys coming from all parts of the district.

996.—The CHAIRMAN: Have you any means of judging what the attendance would be?

Witness: I think the number would be considerable. A return states that there are about 200 children attending private schools where there is no proper provision for the educational requirements of the children; and the teaching is in hole and corner rooms where there is no provision for sanitary requirements. I believe that more than 200 children would attend a Higher Grade School in this district; and that the parents would be glad to pay for such an education, even if the fee was more than 13s a quarter.

997.—The CHAIRMAN: I hope what you say is correct about the willingness of parents to pay, but you must be aware there is a great discrepancy between what you say and what other witnesses have said as to the number likely to attend. The highest estimate given by the other witnesses this morning of the chidren that would attend a Higher Grade School was about 100. Mr Cowley estimated the number at 70, and Mr Fennah went to a 100 You go to 200; will you state your reasons?

Witness: Statistics show that there are 174 children sent to private schools in Ramsey, and it is reasonable to suppose that the number would be larger if they could be sent to a

Higher Grade School, where the fees would be more moderate.

998.—The CHAIRMAN: What are the usual fees in the private schools?

Witness: I pay four guineas a term for my eldest girl, without extras.

999.—Mr DRINKWATER: Do you think the amount over the fees required for the support of the Higher Grade Schools should be made up from the rates or taxes?

Witness: The school would be under State management, and the grants would be made in the usual way.

1000.—Mr DRINKWATER: But the money would have to be found. Would you like to see all the elementary schools under the School Board?

Witness: It would have been better for Ramsey if, when the School Board was started in the town, all the elementary schools had been placed under its control, and away from sectarian influence, which is the cause of the whole misery of the town.

1001.—Rev. F. B. WALTERS: Would you have that done now?

Witness: It would be to the benefit of the town. I think every boy should get such an education that, if an important position is offered to him in after life, he would be able to rise to it.

1002.—Mr DRINKWATER: Do you think every boy could be educated to rise in this way?

Witness: Not every boy, but an opportunity should be given to boys of ordinary intelligence to rise to such positions.

1003.—Mr DRINKWATER: Then you would have education carried to a high pitch in order that bright boys might get to a higher position in life?

Witness: I think the education of every boy should be carried to a higher pitch.

1004.—Rev. F. B. WALTERS: Regardless of cost?

Witness: It has to be done, or the children will go down to the gutter and become loafers and cornermen.

1005.—Rev. F. B. WALTERS: When you estimate that 200 would go to the Higher Grade School, have you settled in your mind what standard a scholar should pass, before going to this school?

Witness: The 5th standard, I think.

1006.—Rev. F. B. WALTERS: Do you think there are 200 who have passed the 5th standard in the elementary schools of Ramsey?

Witness: No; my argument is that, from the elementary schools, and from the private schools, there would be 200 scholars whose parents would send them to the Higher Grade School.

Mr COWELL: That is to say taking the private schools with the number that would come out of the elementary schools?

Witness: Yes, it would exceed 200

1007.—Mr COWELL: You know a great deal about the farmers of the district: tell me, in the case of an average farmer having four or five children, boys and girls, what becomes of the majority of the children?

Witness: The majority emigrate.

1008.—Mr COWELL: They have, in other words, to go out into the world?

Witness: Yes, they have to go out into the world, and if not fitted by a proper education, they are placed at a disadvantage.

1009.—Mr COWELL: In regard to many of the children born and educated in Ramsey, what becomes of them? Do they settle in Ramsey?

Witness: I think a very large number go away.

1010.—Mr COWELL: They have to go out into the world, and compete with others better educated than themselves?

Witness: Yes: I believe ninety out of the hundred who went to school with me are abroad.

The CHAIRMAN: Mr Kerruish is the last of the witnesses we intend to call from the town of Ramsey. I think, in pursuance of what I said this morning, we will now ask those from the country districts to give evidence, and I will first call on Mr Southward.

MR J. SOUTHWARD'S EVIDENCE.

1011.—The CHAIRMAN (to Mr Southward, woollen manufacturer, Sulby): What have you to say to us in regard to this inquiry: is there any demand for young people for secondary education?

Witness: On the part of some there is, but it is an agricultural district, and I do not suppose that if a central school was established at Ramsey many in Lezayre would avail themselves of it.

1012.—The CHAIRMAN: Do you think there is any way by which certain subjects connected with higher education could be taught in the elementary school or by evening continuation schools?

Witness: I think something higher is needed.

1013.—The CHAIRMAN: Yes, I think you said that at first, but do you think that the present elementary schools could be utilised for giving a higher education? Take, first of all, Lezayre: could we, by means of evening continuation schools in the present buildings give the education which you think is needed?

Witness: I hardly think it would meet the case.

1014.—The CHAIRMAN: And you say at the same time a central school or a Higher Grade School would not?

Witness: Because of the distance they would have to go. I think, in country districts, the best mode of improving the education is by increasing the teaching staff. So few go in for higher education in the country districts. I believe it is needed to meet the requirements of the day. As the last witness said, many of the young people do not settle here. There is nothing like the number of young people in the district now as when I was a boy. They go to America, New Zealand, and other parts.

1015.—The CHAIRMAN: Are you a native of the Isle of Man?

Witness: Yes; I was born here. There is nothing like the population in my neighbour-

hood that there was when I was a boy. In respect to emigration, I have two sons in Chicago at the present time. I had to send them to school at Ramsey to finish up. The boys going from the country districts to school at Ramsey are at a great disadvantage as compared with those in the town, as it takes them half the morning to reach the school.

1016.—The CHAIRMAN: Does not the knowledge that many of the young people will go abroad and have to compete with others well equipped in the way of education stimulate a desire for a higher education?

Witness: The great difficulty of the present day is to know what to send the children to. If it were known what they were going to it would be more easy to advise as to their education. Supposing a boy was going to sea, it would require him to be instructed in navigation, and so on. I think a school should be of a kind that the teaching could be adapted to the requirements of the people.

1017.—The CHAIRMAN: We have had various figures given to us to-day. Can you form any idea of the number that would be likely to attend a central school in the Ramsey district?

Witness: I cannot say, but I suppose from my neighbourhood there would be about six.

1018.—The CHAIRMAN: You include Sulby when I speak of Lezayre?

Witness: Yes.

Mr JOUGHIN: You are strongly of opinion that a Higher Grade School is necessary, so that boys could get such general knowledge as would fit them for what they have to go through in a new country?

Witness: Yes, I think it is essential.

1019.—Mr MOORE: Where do you think the Higher Grade School should be placed in the district?

Witness: It is difficult to say where to place the school, so as to meet the wants of all.

1020. Mr COWELL: You are [illegible]anx?

Witness: Yes.

1021.—Mr COWELL: You know something about the advantages of technical training—is there any way in the north of the Island where a boy can get technical knowledge?

Witness: I do not see any great use of such teaching in schools. The best way for a boy to learn a trade is to be apprenticed to it.

Mr COWELL: I think you misunderstand what is meant by technical education. We do not teach a boy a trade, but we teach him the use of tools. He learns in a certain measure handicraft, but he is not taught any particular trade. Supposing you want a boy to go to sea, or to go into some mechanical line, or to have some knowledge of electricity, or to go abroad to settle in some one of our colonies, is there any school round about here where a boy could get preparatory training?

Witness: Not that I am aware.

1022.—Mr COWELL: Don't you think it desirable he should be taught some technical knowledge of that kind?

Witness: Well, he could be taught right away.

1023.—Mr COWELL: Yes, of course. Do you think 15s a quarter would be a reasonable sum for a first-class Higher Grade School, the same as Douglas—15s a quarter including books?

Witness: Yes.

1024.—Mr COWELL: Is there any reason why boys could not come from Ballaugh, and Michael, and Sulby, to a school at Ramsey, if an arrangement was made for them to come a little later, say, at half-past nine?

Witness: But they would be losing the early part of the day.

Mr COWELL: Well, they would lose half an hour.

1025.—Mr MOORE: I suppose the expense of railway journey would be something?

Witness: They could get half-yearly tickets.

Mr MOORE: What would be the cost?

Witness: Something like 18s.

1026.—Mr COWELL: I suppose a great number of boys have bicycles?

Witness: Yes.

1027.—Mr COWELL: Do you not think bicycles would be of great use in this way?

Witness: Yes.

1028.—Mr COWELL: When you mention six as the number likely to come to a Higher Grade School at Ramsey, you mean from Sulby?

Witness: Yes; there are 80 or 90 scholars in our schools, and I do not think I could select more than six that would be likely to come here to a Higher Grade School.

1029.—Mr COWELL: You are speaking of the village?

Witness: Yes, of the village of Sulby.

EVIDENCE OF MR. JOHN COWLEY.

On Mr John Cowley presenting himself to give evidence,

1030.—The CHAIRMAN said: You likewise live in the parish of Lezayre?

Witness: Yes.

1031.—The CHAIRMAN: Do you live in Sulby?

Witness: In Sulby Glen.

1032.—The CHAIRMAN: Then you will give evidence as to the same part of the parish as Mr Southward?

Witness: I live higher up.

1033.—Mr COWELL: You live on the highest farm in the Isle of Man?

Witness: Yes.

1034.—The CHAIRMAN: That is a district where there is a special school—a mountain school?

Witness: Yes.

1035.—The CHAIRMAN: Are there any children in that district who stand in need of a secondary school?

Witness: I believe there are a few who would avail themselves of it, if the fees were reasonable.

1036.—The CHAIRMAN: When you say reasonable, I suppose you so regard the fees at Douglas Higher Grade School?

Witness: Yes.

1037.—The CHAIRMAN: Even in that remote district of Sulby Glen, you think there are

children who would avail themselves of a secondary school at Ramsey?

Witness: I think so.

1038—The CHAIRMAN: What number of children avail themselves of the mountain school?

Witness: There are sixteen on the books.

1039.—The CHAIRMAN: Are you of opinion that a central school in Ramsey is the best mode of providing secondary education in this district?

Witness: I think so, because otherwise there would be the expense of enlarging the present school buildings, and increasing the staff of teachers.

1040.—The CHAIRMAN: You do not think the present school buildings would be available for secondary education, without structural alteration, and without increasing the staff of teachers?

Witness: I think not.

1041.—The CHAIRMAN: You think that on the whole the most economical way of providing secondary education in this district would be to have a central Higher Grade School at Ramsey?

Witness: Yes, my Lord.

1042.—The Rev. G. Paton: How would the children get to and fro to school at Ramsey from the outer districts?

Witness: Most of them probably would have friends in town with whom they could board during the week. I send two sons myself to the Higher Grade School in Douglas. They board in Douglas, and I think it an advantage to have such a school to send them to.

1043.—Mr COWELL: Do the children of the farmers and shepherds of Sulby Glen when they grow up remain on the same lands as their parents?

Witness: No, many of them go away. I suppose two-thirds of them at least.

1044.—Mr COWELL: Therefore, it is absolutely necessary they should have some technical knowledge when they go out into the world?

Witness: Well, it would be good for them to be placed on an equal footing with the children from other districts.

1045.—Rev. F. B. WALTERS: Do you think the whole district ought to be rated in the same way for the support of such a school?

Witness: That is a thing it would be hard to fix, because there is a larger number of people in the town than in the country parts of the district.

1046.—Rev. F. B. WALTERS: Would the people in the country districts be willing to pay a rate?

Witness: I think so.

1047.—The CHAIRMAN: You think they would be willing to pay a fair proportion?

Witness: I think so.

EVIDENCE OF MR WM. BLACK.

Mr Wm. Black, in reply to the Chairman, said: I live at Maughold, and have done so for many years.

1048—The CHAIRMAN: What can you say as to the general requirements of Maughold in regard to secondary education; is there a want felt?

Witness: I am sorry to say that I do not think there is, but, if provision was made, the need of such education would be realised and people would avail themselves of it. I can say this much: I know there are many young men in my district who feel they have not paid sufficient attention to their education, and who, therefore, if there were evening schools, would avail themselves of them for improving their education.

1049.—The CHAIRMAN: It is the old story when they come to see, they believe?

Witness: Yes.

1050.—The CHAIRMAN: Well, if secondary education is to be provided for this district, how do you think it should be done? Do you think the best way would be by a central school at Ramsey?

Witness: I think so. I do not see where else to put it.

1051.—The CHAIRMAN: You agree with the last witness?

Witness: Yes.

1052—The CHAIRMAN: And you think there are people at Maughold who would send their children to such a school, and would be willing to pay the fees?

Witness: They would be willing to pay the fees if they were to derive a benefit.

1053.—The CHAIRMAN: For your district, what kind of technical instruction would be required—would it be agricultural?

Witness: Not to any extent, I think.

1054.—The CHAIRMAN: Would it be in navigation?

Witness: That would be one branch, which would be useful to many of the lads in the parish when they go across the water.

1055.—The CHAIRMAN: Have you any young women who would avail them of instruction in cookery?

Witness: I think so, from the fact that a Girls' Friendly Society, which the ladies have established in the parish, has done a great deal of good. Many young women have joined it, and it is doing a useful work.

1056—Mr DRINKWATER: I want to ask you a few things about agriculture. In the first instance, I have had an opportunity of reading over the evidence given by you to the former Commission. I would like to know whether you agree with what was said as to parents being eager to get their boys from school, in order that they may work in fields

Witness: I am sorry to say that is too much the case. We can't keep boys in the school when they get up to 13 years of age. They want to get away from school in order to make money.

1057.—Mr DRINKWATER: Then, whether they are farmers' sons or are going to be labourers, I think you will agree that their best technical education would be obtained on the farm—that theorising is absolutely useless without practical knowledge—but I am sure you will go on further, and will say that the

theoretical knowledge would be a useful supplement to the practical knowledge?

Witness: Undoubtedly.

1058.—Mr DRINKWATER: Then, do you think it advisable to give them this additional education when they just leave school, or to wait for a year or two, when they will be getting to feel that they want a little further education?

Witness: I think, as lads grow up, they begin to feel the deficiencies of their education, and are anxious to make up the want, and would be more eager to avail themselves of opportunities of instruction. We have had instances lately of the use of practical instruction to those who have left school, and their willingness to avail themselves of it, in the way the dairy lectures were taken up.

1059.—Mr DRINKWATER: You think they were a success?

Witness: I do. I know cases in which they were a complete success, because they never now make up their butter in any other way than as they were taught in the dairy class.

1060.—Mr DRINKWATER: Do you think it would work well if we brought lecturers over here upon other practical subjects—say to lecture one year on dairying, another year on farriering, and so on?

Witness: I think so. It works well across the water.

1061.—Mr DRINKWATER: Do you think, if there were classes to teach cookery, laundry work, dressmaking, and such like, that girls would attend them?

Witness: I think they would. I think it would be requisite that they should meet in some central place, such as a town.

1062.—Mr DRINKWATER: The way to work them would be from the centre, the same as the dairy classes were?

Witness: Yes.

1063.—Mr DRINKWATER: I want to ask you a question about one thing further. In England, they generally have a central school for agriculture where a practical knowledge of it is taught. I am sure you will agree that it would be a great advantage to farmers. Would the cost be very much?

Witness: I am afraid the cost in the case of the Island would be rather a large sum. It is expensive to keep up a college, but in Kirkcudbrightshire and Dumfries-shire they have lecturers to go round the various districts, and the same plan might, with advantage, be adopted here.

1064.—Mr DRINKWATER: You say you think the establishment of an agricultural college here would be too expensive; would it be desirable to give scholarships for such colleges across the water?

Witness: Yes, I think so.

1065.—Rev F. B. WALTERS: Do you think the people would like to pay a compulsory rate in aid?

Witness: So far as my experience goes in the work of the School Committee, we cannot keep the children at school up to the age.

1066.—Rev. F. B. WALTERS: That is 14.

Witness: Yes, for the sixth standard.

1067.—Mr JOUGHIN: There is great scarcity of labourers?

Witness: Yes, at present a great number leave for the town.

1068.—Mr COWELL: I know that you understand a great deal about education in the country, and take an interest in it. Do you think there is any need for a better education than can be got in the elementary schools?

Witness: Undoubtedly.

1069.—Mr COWELL: In view of the fearful competition which is going on, do you not think it is absolutely necessary that our children should have some special technical instruction?

Witness: Yes, I do.

1070.—Mr COWELL: Do you think there is a fair number of people in the neighbourhood of Maughold who would be willing to pay 15s a quarter for a good education for their children?

Witness: I think so.

EVIDENCE OF MR J. KNEALE.

Mr J. Kneale, Chairman of the School Committee of Andreas, was next examined.

1071.—The CHAIRMAN: Is there a felt want at Andreas that the elementary schools do not supply all the instruction young people require at the present day?

Witness: Undoubtedly there is such a want, and a few go out of the district to obtain a better education than they otherwise could get?

1072.—The CHAIRMAN: We may fairly assume, then, that it is a felt want by the young people of Andreas that something more is wanted than the elementary schools afford?

Witness: I do not know whether it is felt by the young people, but it is felt by their parents

1073.—The CHAIRMAN: How do you think that want could be best supplied? Could anything be done better than is done by the elementary schools?

Witness: I think the whole of the schools are under-staffed, and, therefore, not able to adequately deal with the number of the children that have to be taught.

1074.—The CHAIRMAN: If they were improved as far as possible, do you think, then, that the need could be supplied?

Witness: Well, to a certain extent.

1075.—The CHAIRMAN: Not entirely?

Witness: Not entirely.

1076.—The CHAIRMAN: If anything in the nature of a central school was established in Ramsey, do you think any number of persons in the parish of Andreas would avail themselves of it? Having regard to the distance, would there be any reasonable number of persons in Andreas ready to avail themselves of it?

Witness: I cannot form an opinion as to numbers. Perhaps there would not be more than a dozen.

The CHAIRMAN: You think we might reckon on a dozen?

Witness: Well, I am not sure.

1077.—The CHAIRMAN: Well, extend the question beyond Andreas—you know the

district well—do you think we might reckon on from 70 to 100 in all attending a central school at Ramsey?

Witness: I could not say, because I think a very large majority would come from Ramsey.

1078.—The CHAIRMAN: We should have to look to Ramsey for the most part?

Witness: Yes, a very few would come from Andreas. I think if the present staff was improved at the school it would, on the whole, be of more benefit to Andreas, than a central school at Ramsey.

1079—The CHAIRMAN: Have you any secondary education at Andreas at the present time?

Witness: No, we generally take advantage of the schools in Ramsey, the private schools and the Grammar School.

1080.—The CHAIRMAN: Do you think a good deal of instruction might be given in Ramsey, by means of evening continuation schools?

Witness: Yes, I think it would be well if something was done in that direction, and not confined to any age.

1081.—Mr COWELL: Just on that point, what do you mean by evening continuation schools? Do you mean by evening continuation schools, evening schools for the purpose of giving elementary education, or for giving advanced education?

Witness: I think the best way of meeting the need of advanced education, is by increasing the staff of existing schools in the first place, and advanced education should follow.

Mr COWELL: I think his Lordship asked you about continuation schools at night. In your reply, had you in view schools for higher education, or simply schools to make up the deficiency in the education of those who had not made full use of the elementary schools?

Witness: I understood the Bishop to be speaking to a certain extent of technical education.

The CHAIRMAN: The question I put was, would evening continuation schools supplement the education in the elementary schools in a satisfactory manner

1082.—Mr MOORE: We have evidence to the fact that in some part of the Island it is difficult to get children to attend evening continuation schools: would that difficulty exist in your neighbourhood?

Witness: It is entirely a matter of opinion. I think people would avail themselves of such schools.

1083.—Mr MOORE: You say the best way of giving better education would be to increase the staff, so that proper attention could be given to scholars when they reach the sixth standard?

Witness: Yes. The present staff in small country schools is not sufficient for proper attention to be given to scholars in the higher standards.

1084.—Mr MOORE: Would people in the country be willing to incur a rate?

Witness: I think it would be a fair ground on which to go to the Governor for an increased grant.

1085.—The Rev. G. Paton: I wish to ask, through the Chairman, whether the witness thinks that even 12 children would come from Andreas to a higher grade school at Ramsey.

The CHAIRMAN: I understood Mr Kneale to pledge himself to there being 12.

1086.—Witness: Yes; I think that would be the outside number. I would like further to say that, as the Isle of Man is surrounded by the sea, and many of our boys take to seafaring life, it is a discredit to us that navigation is not taught in our schools.

1087.—Rev. F. B. WALTERS: You speak of the demand for child labour in the fields. Is that throughout the year, or at special times?

Witness: Of course there is a special demand at certain seasons.

1088.—Mr DRINKWATER: Do you think instruction in dairy work, laundry work, cookery, poultry work, on farriery, instruction in agricultural matters generally, could be given with advantage in our schools?

Witness: I am afraid not. It would have to be given by lectures at night-schools.

1089.—Mr DRINKWATER: Well, of course the pupils would require to be a class rather older than the children in our day schools, but do you think such instruction should be given in the winter time, when people are not busy, by means of travelling lecturers? For instance, one year lectures could be given on dairy work, another year on poultry keeping and agriculture generally, and so on. It is not necessary to have lectures on all these subjects in one year, but let the expense spread over several years. There would not be much expense in any one year.

Witness: Some of the subjects, I fear, would not take, such as farriery.

1090.—The CHAIRMAN: I have been requested to ask you if you think there is a distinct demand in Andreas for continuation schools?

Witness: Does your Lordship mean a wish for them?

1091—The CHAIRMAN: Is there a need for them?

Witness: Certainly there is a need.

1092.—The CHAIRMAN: Is there a certain desire?

Witness: There is not an expressed desire, to any very great extent.

1093.—Mr COWELL: If a central school for secondary education were established, where would be the best centre.

Witness: Ramsey would be the best centre, if there is to be but one school.

At the conclusion of the evidence of this witness, the Commissioners adjourned to resume the inquiry at Peel on the following day.

FOURTH DAY—Peel, Wednesday, July 22nd, 1896.

CHAIRMAN'S STATEMENT.—MR WM. POTTS' EVIDENCE.

The Education Commission sat at Peel to-day. The members of the Commission present were the Lord Bishop (Chairman), Mr George Drinkwater, J.P., Mr J. W. Rymer, B.A., Mr A. W. Moore, H.K., and Mr John Joughin, H.K. There was a numerous attendance of influential inhabitants of the district.

The Chairman: This is a meeting of the Commissioners appointed by the late Lieut.-Governor, to inquire generally into the subject of secondary education in this Island. By the terms of our Commission, I find that we have been directed to make inquiries as to the provisions for secondary or higher education already existing in the Island; next, as to the best means of enabling brilliant scholars in our elementary schools to pass on to King William's College and other similar institutions; thirdly, as to the most practical way of giving effect to the recommendations of a Commission which was presided over by my predecessor, and which reported some years ago; fourthly, we have to inquire as to the source from which funds may be derived; and, lastly, into the question of existing legislation, and what further legislation is needed for the general furtherance of this movement. I may say, as I have said elsewhere, that we have found it convenient to divide the Island into four separate districts—first, Douglas and Laxey; second, Peel; third, Ramsey; fourth, Castletown. We have held meetings already at Douglas, Castletown, and Ramsey, and we are here to-day at Peel, for the gathering of such information as we can get upon the the general subject. Now, the points on which we desire especially to be informed at Peel are as follows:—In the first place, we want to know what is the need of the district in respect to higher education, and how far that need is realised by the parents. The second point we desire to inquire into is—any existing means or agencies that already exist in this neighbourhood for imparting higher education, and how are they utilised. Lastly, we have to inquire as to the best means of imparting higher education in this district, whether it would be better to do so by a central school, or by a system of evening continuation classes, or of scholarships, or any of these combined. I think it will be for the general convenience that I should say one word defining the district. When we speak of the district of Peel, we include the parish of German, with its districts of St. John's and Cronk-y-Voddy; the parish of Patrick, including Dalby and Foxdale; the parish of Michael, and also Ballaugh. I also think it would be well if I were to define what we mean by the term secondary or higher education. I think if that had been defined, at an earlier stage of the proceedings, with greater preciseness, the people would have understood more distinctly what we refer to when we use the term. I believe inquiries have been sent out in this and other districts as to the desire of parents to avail themselves of secondary education for their children, but I do not think the term has been properly understood, and as a consequence we have not got at the real mind of the parents. When we speak of secondary education or higher education, we are contemplating instruction in navigation, in agriculture, in mining, in chemistry, in bookkeeping, in shorthand, in typewriting, in joinery, in cookery, in laundry work, and in music; and I do not pretend that I have exhausted all that may be included in the term "secondary education," when I mention those details. I am sorry to add that Mr Ring, one of the most valued members of our Commission, has been unable to be present with us at our sittings held this week, owing to professional engagements in Douglas; but we must do the best we can in his absence. We shall follow the course we have usually followed on other occasions, and adjourn at one o'clock for luncheon. I propose, in the first instance, to take evidence from Peel itself, and immediately after luncheon, if possible, from the country districts surrounding Peel. We do not propose to avail ourselves of the permission which we have from the Governor, in terms of the Commission, to administer the oath, unless it should seem necessary to the Commissioners to do so. First of all I will call Mr William Potts.

MR. WM. POTTS' EVIDENCE.

1094.—The Chairman: You are head teacher of the Clothworkers' School, at Peel?

Witness: I am.

1095—The Chairman: And Secretary in this district of the Association of Teachers of the Isle of Man?

Witness: I am.

1096.—The Chairman: You have lived here some time. What is your opinion as to the need of higher education in this district—speaking generally?

Witness: I think there is a strong need or demand—accepting your definition of the word.

1097.—The Chairman: I am not asking now as to the desire—whether the need is realised—but, in your opinion, would it be a distinct boon to this neighbourhood, that instruction should be given in these subjects?

Witness: I believe so.

1098—The Chairman: Does your remark apply to boys and girls?

Witness: To boys and girls.

1099—The Chairman: What agencies exist at the present time in Peel, or the district, for imparting such information and instruction

Witness: Practically none of an organised character. Some boys receive what one might call secondary education, or certain branches of secondary education, in one or two schools—in the way of learning specific subjects, such as algebra and mensuration, and Science classes have been held in our schools for two winters, primarily for pupil teachers. Outside of Peel there has been, so far as I can gather, no demand in recent years to encompass this secondary work.

1100.—The CHAIRMAN: What subjects would be chiefly required by the boys of this district? Perhaps you had better answer for the town of Peel, and not the district at large.

Witness: In Peel, I should say navigation, most decidedly, instruction in woodwork, and mechanical drawing—for boys; and for girls, cookery, dress-making, and laundry work.

1101.—The CHAIRMAN: I suppose I may presume that, in certain parts of the district, information and instruction with regard to mining would be a need?

Witness: In Foxdale I should strongly urge, not only that classes be formed and subsidised and carried on by experienced teachers, but that a good useful technical museum should be founded, a good microscope supplied, and slides for showing sections of rocks, ores, and so on; and that other means should be taken to foster an interest in mining and mineralogy.

1102.—The CHAIRMAN: You have stated to the Commissioners that, in your opinion, it would be a great boon to the district to have instruction given on those subjects. I will now ask you—is the need realised to any extent by the parents of the children of the district?

Witness: With the exception of a few parents, I do not think the need is realised.

1103.—The CHAIRMAN: In the return which you sent us from this district, and which I have before me, you state, on page seven, that about 100, out of a total of 359, who are now being taken in standards five, six, and seven, would, in your judgment, be likely to avail themselves of instruction on these subjects, where such instruction is systematically given, that is in case a central school were established?

Witness: I do not say they would avail themselves of a central school, but they would avail themselves of higher education if it was imparted.

1104.—The CHAIRMAN: Do you think that, if the parents got a clearer view of what we mean when we use the term secondary and higher grade education, that number would be considerably increased?

Witness: Yes.

1105.—The CHAIRMAN: Then you adhere to the opinion that about 100 throughout the district would be the largest number we could reckon upon?

Witness: I do.

1106.—The CHAIRMAN: Now there are certain modes in which the Commissioners might see their way to recommend the promotion of higher education, and I would like to take your opinion as to which you think is the best mode. First of all, let us speak of a central school, such as the Higher Grade School in Douglas, which appears to be very much valued there. Would there be any local endowment available for the establishment of a Higher Grade School in this district?

Witness: So far as I know, the only endowments are those of the Mathematical School and the old Grammar School, and whatever might be given by the Baume devisees.

1107.—The CHAIRMAN: I presume the Commissioners would not go into details of the endowments as they have other means of ascertaining them exactly. I suppose the endowment of the old Grammar School is about £60 a year?

Witness: About that.

1108.—The CHAIRMAN: Whatever endowments are in existence at the present time would only go a small way in carrying on education in a Higher Grade School such as that in Douglas?

Witness: That is a matter of opinion. I should say £60 a year is a good help.

1109.—The CHAIRMAN: But we won't enter into matters of opinion. At present the Grammar School Trust is doing nothing in the way of education?

Witness: Not that I am aware of.

1110.—The CHAIRMAN: Would the income of the Grammar School Trust be available for the whole district which I have defined?

Witness: Scarcely. The children from Cronk-y-Voddy could not use it.

The CHAIRMAN: We have included Ballaugh, Michael, Cronk-y-Voddy, St. John's, Foxdale, Patrick, and Dalby.

Witness: The children from Dalby could scarcely use it, unless they had some help in getting into Peel. Cronk-y-Voddy would be in the same predicament. Children from Michael and Ballaugh would have a mile to walk from Peel-road station, and it would be rather inconvenient to bring children from Foxdale at certain seasons of the year.

1111.—The CHAIRMAN: Supposing such a school were erected at St. John's, would it be more available?

Witness: It seemed to the teachers, who considered the question, that St. John's would be available from Ballaugh, Michael, Foxdale, and Peel.

The CHAIRMAN: Then, in your judgment, would the central school be erected at Peel, where you have the largest population, and where you have nearly 900 children—more advantageously than in the rest of the district put together; or at St. John's, which would be the most central point?

Witness: St. John's would be the best centre, so far as railway convenience is concerned.

1112.—The CHAIRMAN: Passing from the Central School—what would you say about the evening continuation schools as an agency for spreading higher education in the district? I will ask you two questions. First, would this system involve any alteration in the structure of the elementary school buildings?

Witness: It would if certain technical work was undertaken; but for subjects which could be taught in lecture form—book-keeping, languages, navigation, and so on—the present buildings would be amply sufficient.

1113.—The CHAIRMAN: Bearing in mind the kind of instruction which the boys and girls would chiefly demand, would considerable outlay be involved in adding to the structure of elementary schools for the purpose of giving such instruction?

Witness: I do not think so. If you teach cookery and wood-work, there would have to be separate rooms and fittings.

The CHAIRMAN: But cookery could be taught to the girls in connection with the present elementary curriculum?

Witness: In many schools it would mean a specially constructed class-room.

1114.—The CHAIRMAN: I can understand that; but it might be done in connection with the elementary system?

Witness: Yes, and the teachers strongly urge that it should be.

1115.—The CHAIRMAN: Now, for my second question. Would not the imparting of secondary education involve either permanent additions to the staff or peripatetic teachers?

Witness: I should say everything depends on the staff of the night schools. They have not been a success in this district, and where they have existed they have gradually gone down. It is not only a great strain on the teacher, but it was found, at the beginning of the winter, so long as the teacher was a new man who was popular, or the subject was new, there was a little enthusiasm, but after Christmas the classes went down. School after school was closed, and the teacher certainly was never paid anything like a fair sum for the pains and labour he had taken. Consequently there does not seem to be any desire on the teachers' part to take up the work again on the old conditions.

1116.—The CHAIRMAN: Were these classes for the most part conducted by the teachers already there?

Witness: Yes.

1117.—The CHAIRMAN: Do you think the system of peripatetic teachers to give instruction on the desired points at night schools would be satisfactory?

Witness: Under certain conditions. I think the district would have to be carefully organised, under a very capable supervisor, who would see that classes were kept up in the district, and that the peripatetic teacher did his work thoroughly well. Those teachers would have to be men who were not only good teachers, but men who had the knack of managing the young fellows who would attend the schools.

1118.—The CHAIRMAN: I gather that the teachers generally are of opinion that the needs of the girls in this district with respect to cookery and laundry work could be supplied by a modification of the present elementary curriculum?

Witness: I think so.

1119.—The CHAIRMAN: And for boys you think information could best be given by peripatetic teachers attending the night schools?

Witness: Except in the case of woodwork. I am strongly of opinion that some provision should be made in Peel for a centre—that we should utilize some existing buildings, and the children from the Wesleyan, Roman Catholic, and Clothworkers' Schools could go twice a week and have two hours' instruction in wood-work—the girls would go to the same centre for cookery.

1120.—The CHAIRMAN: We have looked at these two modes—one, the central school, which on the whole you say would be better placed at St. John's—and also the night schools with peripatetic teachers attending them, which would involve certain alterations structurally and otherwise in the elementary schools. Which of those two would you suggest to the Commissioners? Do you lean to the evening continuation schools, or to the central one?

Witness: A central school includes the other, because the central school would be utilised at nights.

The CHAIRMAN: Yes, but the central school is not moveable to the different parishes.

Witness: I think the only possible way of getting at the bulk of the people is by evening continuation schools.

1121.—The CHAIRMAN: If, in addition to night schools with peripatetic teachers, we had a system of scholarships for the more brilliant children in the elementary schools to King William's College, would you increasingly approve of the second system—evening continuation classes?

Witness: I would. I think the system of giving scholarships would do a great deal of good. I am not sure whether scholarships to King William's College would be the best for higher grade school purposes. If facilities for travelling to these schools were given, and some payment to the parents to make it worth their while sparing their children for three years, it would do a great deal of good.

1122.—The CHAIRMAN: That is a very ambitious view to take—to pay parents to let their children go. I think, in any system of scholarships we organise, we should take into consideration the question of travelling expenses; but to attempt to pay parents for children being taken away from work would be impossible.

Witness: I mean that the scholarships should be of such value that it would be worth while parents denying themselves for the sake of the children.

The CHAIRMAN: Well, we should endeavour to make the scholarships commensurate with the expense.

1123.—Mr MOORE: Have you reflected that, according to your calculation, 60 children out of the 99 who you suppose would avail themselves of the central school would be in Peel, and only 39 in the country districts; and have you also borne in mind that one of the most important subjects is navigation, which would be mainly for Peel boys? Do you still think St. John's would be the best centre?

Witness: I do not think St. John's, on the whole, is the best centre; I think it is the most convenient, but, on the whole, I think Peel is the best. May I suggest another mode of encouraging secondary education?

The CHAIMAN: Perhaps it might be well to answer the questions of the Commissioners

first; then we would be glad to hear any supplementary remarks.

1124.—Mr DRINKWATER: You have given a most painstaking report, Mr Potts. I am afraid, however, it is not very encouraging with regard to the experiments you have made so far in furthering education. For instance, the classes that you have had for chip-carving have not been a success.

Witness: That was done before I came to Peel. That was not my work.

Mr DRINKWATER: But still it has been tried here.

Witness: From all I have heard, I do not think they have been a permanent success. The work has not been carried on.

1125.—Mr DRINKWATER: The art class does not seem to have succeeded?

Witness: That failed.

1126.—Mr DRINKWATER: The basket making?

Witness: There are only about two in Peel carrying on that work.

1127.—Mr DRINKWATER: What about the cookery classes? How far have they been carried on up to the present time?

Witness: I think the report states that. So far as I can make out, the cookery classes were not taken advantage of by those for whom they were primarily intended. There seems to be an amount of prejudice against what are called new-fangled methods, and I should not say, so far as I can learn, that they have resulted in any great good.

1128.—Mr DRINKWATER: Then, about navigation, which is a prime need in Peel—seeing the fine seamen it turns out—what success has that had?

Witness: Classes were formed by Vicar Williams, Mr Matthews, of Glenmoar, and I think by Vicar Cowley as well. Those gentlemen were, I think, very earnest in the matter, and were prepared to do everything they could to help young fellows to study the subject; but for some reason the classes did not succeed, and the work came to an end. I have often offered privately to do all I could to help in this work. I cannot teach navigation, but I could help in the mathematical part, and give the pupils a first start. But there seems to be no desire whatever on the part of the younger fellows to take up the study.

1129.—Mr DRINKWATER: To what would you attribute the failure?

Witness: It seems to be due to a general lack of interest.

1130.—Mr DRINKWATER: How, in the face of that, are the Commissioners to recommend further attempts? Why should further attempts prove more successful than these attempts which have hitherto been made?

Witness: I think that something might be done to rouse an interest in the question, and try and lead youths to see it is to their interest to study and try and fit themselves for higher posts.

1131.—The CHAIRMAN: Have there been any attempts in Peel so far to teach navigation systematically?

Witness: Not systematically.

1132.—The CHAIRMAN: Then the thing has hardly been fairly tried?

Witness: No, unless you call the trial by these gentlemen a fair trial. They were very competent. Vicar Williams had a Master's certificate, and so had Mr Matthews, and Mr Cowley knew something about navigating a boat. I believe they were very earnest in the matter, and did their level best to get together a class. It seemed to go on two or three weeks, and then gradually died off.

1133.—Mr JOUGHIN: At present, Mr Potts, have you a grant for teaching navigation in the elementary schools?

Witness: We could earn a grant of 2s or 3s per head for each child taught the subject, but the question of time and staff raised a bar, and we had to give it up for the present.

1134.—Mr JOUGHIN: It is not one of the regular subjects taught?

Witness: No, it is one of the specific subjects—the same as mensuration, algebra, and things of that kind.

1135.—The CHAIRMAN: But it is contemplated in connection with elementary schools?

Witness: According to the code, you may count on it.

1136.—Mr DRINKWATER: I presume, as a matter of fact, that the children's time is so taken up that there is not much time for taking that subject?

Witness: There is not much time. It certainly does not pay — putting it on that ground; because, as the Education Act is framed at present, we may earn the full grant, and yet not receive a penny of the money.

1137.—Mr JOUGHIN: Don't you think, if a Higher Grade School was opened, and navigation became one of the regular subjects to be taught in the school, that the children would stick to it better and treat it as part of their work?

Witness: I think so.

1138.—Mr JOUGHIN: At the present time, when you try to get up a class, do you not find that some of the bigger boys are, perhaps, going to other trades, and do not intend to go to sea?

Witness: Yes. At the same time, many of these lads are quite competent to take up these subjects. They have had a good education, and have done enough mathematics to help them on a little. One of the boys who left Peel to enter the navy found that the mathematics he had done at school were a valuable help, and enabled him to go ahead among other lads on the training ship.

1139.—Mr DRINKWATER: Turning for a moment to agriculture. What would you recommend in the way of teaching that subject?

Witness: I recommend in my report models or diagrams of the latest improved agricultural instruments, specimens of bee-hives, and so on; and small libraries in different parts of the district, containing works on gardening, agriculture, book-keeping, butter making, and so on.

1140.—Mr DRINKWATER: In England, they have colleges for scientific work. I suppose you would not recommend anything of the

kind here? It would be more elementary work you would recommend?

Witness: There is a centre very near to the Island—Aspatria, in Cumberland—so I think it would be rather a waste of money to make a separate establishment here, and undoubtedly it would be very expensive.

1141.—Mr DRINKWATER: Another method largely adopted in the counties of England is to have peripatetic teachers going round teaching different subjects. One experiment has been made here in dairy work. Have you any experience of how that has worked in this district?

Witness: I made as careful inquiries as I could with regard to that, and I learned that the methods taught by the peripatetic teachers were not very acceptable to those who attended the classes, and that, from one cause or another, the people went back to their old methods, and only about two were using the new methods. I was informed that that arose from the circumstance that the farms are small, and it would be a considerable expense to adopt the new apparatus. The people in the country districts take up a new idea very slowly.

1142.—Mr DRINKWATER: Then do you think the Commissioners would be right in recommending experiments of this nature, when the result is that they are cast aside after a short time?

Witness: If the work was begun when the people were younger, and were prepared to receive newer ideas, I think, in the course of a few years, they might be successful.

Mr DRINKWATER: Then you would recommend continuance of the same class of experiments—I have merely mentioned dairying as yet—only amongst younger people?

Witness: I think I would.

Mr DRINKWATER: I suppose directly after they leave school?

Witness: I think the sooner you get hold of them the better.

1143.—Mr DRINKWATER: Amongst the agricultural community, as soon as the children pass the Standards, they are wanted in the fields. They have then probably lost any desire to return to school. Unless there was some means of compelling them, do you think you could get them to attend?

Witness: I think the need is so great that it would be advisable to make the experiment beginning with them as young as possible.

1144.—Mr DRINKWATER: Do you think that instruction could be given with regard to farriery—a knowledge of the anatomy of a horse's hoof, how a horse should be shod, and so on?

Witness: I should think that subject would be too technical.

1145.—Mr DRINKWATER: Taking laundry work—could that be managed in the same way by a travelling school?

Witness: The schools are so small in the country. I should not say so; but if a centre was formed, laundry work should certainly be easily taught.

1146.—Mr DRINKWATER: Looking at it from an economical point of view—you must have a centre for the teaching of these subjects; that means a permanent staff for every subject that is necessary. Do you think, by having classes in laundry work one year, dairy work another year, and about poultry—how to prepare them for the table, and so on—another year, you could gradually develop the taste for this kind of education without incurring so much expense as would be caused by having centres for each subject in the Island?

Witness: I think it is a very reasonable suggestion, and very practical.

1147.—Mr DRINKWATER: Have you any idea of what the cost of a Higher Grade School would be?

Witness: If you take the Higher Grade School in Douglas as a basis, and increase that by perhaps ten per cent., pro rata according to the number of scholars, you would get some idea of the cost. It would be a smaller school in Peel, and, therefore, more costly.

Mr DRINKWATER: I think we should be right in putting down the cost of the Higher Grade School in Douglas at about £5 per annum and fees. That is, £7 per head for those who have passed the higher standard.

Witness: That is in the organised science school. I do not think you could do it on that money in the country districts.

1148.—Mr DRINKWATER: Then do you think the country would be prepared to accept a rate for that purpose?

Witness: In Peel, I think a penny rate only produces about £40, and I do not think they would be prepared to pay a rate at all commensurate with the cost of a Higher Grade School, to be maintained in Peel, at the expense of Peel.

1149.—The CHAIRMAN: Of course, the cost of erecting a school would be large, and would involve a heavy rate. But, supposing the means could be found in the Island for building a school, do you think that the people would object to pay a small rate of a penny or twopence towards the maintenance?

Mr JOUGHIN: In addition to the school fees?

Witness: They would not object to pay a penny or twopence, but I am of opinion that it will come to a larger sum. I should say it it would be more like sixpence in the pound.

The CHAIRMAN: I think we had better not let that go forth to the public as our view. You cannot tell what the recommendations of the Commissioners may be. They might recommend that some of the cost should come out of the revenue. You might further have the income of the endowments of the Grammar School. Then if you had a rate of 2d, it would produce £80 a year in Peel—let alone the outlying districts. By fees, too, you might get sufficient.

Witness: What I mean is that I do not think the people of Peel would be at all prepared to pay a large rate, with trade and rates as they are at present.

Mr DRINKWATER: By a large rate you mean a penny or twopence extra in the £?

Witness: I mean anything over threepence.

Mr DRINKWATER: You think they might be prepared to pay anything up to threepence?

Witness: For a good higher grade school—yes.

1150.—Mr DRINKWATER: Would the country be equally favourable?

Witness: I cannot say.

1151.—Mr DRINKWATER: Do you think that the extra staff which would be required for continuation schools, and the alteration of buildings, would cost as much as a central school?

Witness: I think, on the whole, altering the buildings, and providing peripatetic teachers, that the district might be worked a little more economically than the central school. I do not think there would be very much difference in the cost.

1152.—Mr DRINKWATER: Your answers so far have been limited to the night schools. You do not include the day schools?

Witness: No.

1153.—Mr DRINKWATER: But the scholarships you think a highly practical way of encouraging secondary education?

Witness: Highly practical.

1154.—Mr DRINKWATER: I should like a little more in detail what you mean. Would you say the children should begin at twelve years old?

Witness: I should say 13. Let them pass standard six, and then throw them open.

Mr DRINKWATER: Of course it would naturally be a certain standard. About 13 would be the age?

Witness: Yes.

1155.—Mr DRINKWATER: How many years would you continue them at the higher school?

Witness: Three.

1156.—Mr DRINKWATER: Would you have examinations at the elementary schools every year, to see that boys and girls were qualified?

Witness: I think I would accept the report of the head master of the school to which they belonged.

1157.—Mr DRINKWATER: What do you think should be the amount of the scholarship? Would you say the fees and travelling expenses?

Witness: The fees, travelling expenses, and cost of books.

1158.—Mr DRINKWATER: So that there should be no charge to the parents beyond the cost of their living?

Witness: Exactly.

1159.—Mr DRINKWATER: Would you have the scholarships perfectly open, or would you limit them to the poorer people?

Witness: I should limit them, as they do in England, to people below a certain income.

1160.—Mr DRINKWATER: You think there would be no difficulty in ascertaining that?

Witness: I think not.

1161.—The CHAIRMAN: You would limit them, I suppose, to the scholars in the elementary school?

Witness: I should not like to say that. There might be some poorer children in Grammar Schools at Douglas, Ramsey, or Castletown, if those schools were opened.

The CHAIRMAN: Our object would not be to promise such scholarships for the children of parents who were well able to send them to the higher schools, like King William's College. Our object would be to aid brilliant scholars in the elementary schools to go up.

Witness: I should limit the scholarships to those parents who are anxious to have a better education for their children, but who cannot afford to give it them.

1162.—Mr DRINKWATER: Would the education at a Higher Grade School at Douglas or elsewhere be more suitable than that at King William's College?

Witness: I should think that at the Higher Grade School at Douglas would be more practical.

1163.—Mr DRINKWATER: Do you think it would be feasible to have scholarships for those children that went to the Higher Grade School, and then have a continuation of them to King William's College?

Witness: I think so.

1164.—Mr DRINKWATER: To make the Higher Grade School a first step?

Witness: Yes.

1165.—Mr DRINKWATER: Does it strike you as a difficulty that the breaking into the boy's career, taking him from one school and putting him to another, would interfere with his further development?

Witness: Not if the education were co-ordinated, making it possible for the boy to be climbing all the time, and not stepping down—and arranging that there should be some continuity in the same scheme of work, and seeing that the lad worked to some definite end.

Mr DRINKWATER: That involves rather a delicate question.

1166.—Mr RYMER: In the elementary schools have you found a difficulty in working the upper standards? Do you think the boys in standards six and seven get the attention you would like to give them?

Witness: They do not. That is the great weakness of our system.

1167.—Mr MOORE: That is so in Peel, as well as in the country districts?

Witness: Less so in Peel than in the country districts. They have not the staff. It is so even in Peel.

1168.—Mr MOORE: In connection with the evening continuation schools—you look on those more in the light of continuing the education of the boys who have left the day schools, rather than taking the place of a central institution for young boys of—say 14?

Witness: I should like to give an opportunity to the elder boys and girls who are at present at the day schools, to attend the evening continuation classes, for the purpose of doing any joinery, or cookery, &c., that they may feel interested in.

1169.—Mr MOORE: In connection with the scholarships to King William's College and the Higher Grade School, don't you think the success of that greatly depends on how long a boy is going to attend school?

Witness: Quite so.

Mr MOORE: If a boy is going to attend up to 16 or 18, it would make a difference as to which place he should have his scholarship?

Witness: It would.

MRS. LAUGHTON'S EVIDENCE.

1170—The CHAIRMAN: I know you take a great interest in the education of the young in Peel. Will you kindly tell the Commission whether there is a large demand in Peel for classes to teach subjects included in secondary education?

Witness: I am afraid it is rather a difficult question to answer. So far as my own experience goes, such classes succeed for a time, but I do not think they have any practical result. We have not been able to keep up such classes in Peel hitherto. First of all, we started drawing classes in connection with South Kensington. There was a certain amount of success at first. They entailed a great deal of work in looking up pupils, and were carried on for two years, but eventually they did not pay, and had to be discontinued.

1171.—The CHAIRMAN: That was in drawing?

Witness: Yes. Unless we went round urgently canvassing, we found a great falling off in the attendance at the classes.

1172.—The CHAIRMAN: You are speaking of girls?

Witness: Girls and boys. Of course, these classes were not in connection with any special schools. If we had had classes in connection with elementary schools, we should not, of course, have had to go round the town to get pupils to attend.

1173.—The CHAIRMAN: That is not the point at present. What we want to get at is whether there is any likelihood of the people of Peel availing themselves of such classes if they were established, and from what you say the prospect does not seem very bright.

Witness: Well, my own experience is not encouraging.

1174.—The CHAIRMAN: In regard to cookery classes, do you think the people of Peel would feel sufficient interest in them to make them a success?

Witness: I think such classes would have the best chance of success in connection with elementary schools.

1175.—The CHAIRMAN: Extending the view for a moment, can you give us any information as to the outlying parishes?

Witness: No, my work has been in Peel.

1176.—Mr DRINKWATER: You have tried to get up navigation classes in Peel; with what success?

Witness: It was tried for a short time by the Vicar, Mr Cowley, but great difficulty was found in getting men to come to it. They came for a short time, and then got tired. I suppose Peel is not different from anywhere else. It is rather difficult to get up an interest in these classes, but I think a practical navigation school ought to be a success in Peel, because I know so many men who say they wish they had learnt navigation earlier. I think if navigation was thoroughly well taught here it would be a boon to the people.

1177.—Mr DRINKWATER: Do you think girls would attend evening continuation schools, after they leave day schools, to obtain instruction in cookery, dairywork, and so forth?

Witness: That is rather a difficult question, because it would depend upon what trade they took up.

1178.—Mr DRINKWATER: What do they do when they leave school?

Witness: Many go to service, and others go to dressmaking, or to serve in shops.

1179.—Mr DRINKWATER: I suppose whatever classes are started, the summer time should not be chosen, if they are to be a success?

Witness: It would be difficult to keep together such classes in the summer time, the men being away at Kinsale, and the women busy.

1180.—Mr DRINKWATER: Do you think such subjects as cookery, laundry, and dairy work should be compulsory subjects?

Witness: I think there would be a greater chance of their being taken up if they were made compulsory, because children do not know what is best for them.

1181.—Mr RYMER: In connection with the navigation classes, did you find the pupils properly prepared to take advantage of a course of instruction in this subject?

Witness: I had nothing personally to do with them. I have heard Mr Cowley speak of them. He said the men were interested in his teaching, but the classes did not continue.

1182.—The CHAIRMAN: You think they were satisfactorily taught by Mr Cowley?

Witness: As far as I could judge.

1183.—Mr RYMER: Was there sufficient apparatus to work out the problems?

Witness: The teaching was in an early stage, and the classes did not go on long enough to make apparatus requisite.

EVIDENCE OF MR E. T. CHRISTIAN, H.K.

1184.—The CHAIRMAN, addressing Mr E. T. Christian, said: You are a member of the House of Keys for Glanfaba, and you belong to and live in this district?

Witness: Yes.

1185.—The CHAIRMAN: Will you tell the Commissioners what are your views as to the need of a system of secondary education for this district?

Witness: I think there is a great need for a school of the nature of a Higher Grade School in Peel.

1186.—The CHAIRMAN: Do you think that as time went on it would be more realised as a boon to the people, if such a school was established in the neighbourhood?

Witness: I certainly think it would be. In fact I have heard a great many people express a wish that there was such a school here.

1187.—The CHAIRMAN: Do you take the same view as Mr Potts as to the willingness of the people of the district to avail themselves of such an institution?

Witness: I think, so far as concerns the town of Peel, you could depend upon an attendance of from 80 to 100 scholars.

1188.—The CHAIRMAN: Do you think Peel the best centre—better than St. John's?

Witness: Well so far as literary teaching is concerned, I think so. I do not think you could run a Higher Grade School for teaching special subjects such as agriculture, dairying, and so forth, because as far as Peel is concerned, it has nothing to do with such subjects, and, therefore, to establish here a school to teach such subjects would be a mistake.

The CHAIRMAN: On the whole, do you agree that a central school at Peel would be the most advantageous for the district?

Witness: I do.

1189.—The CHAIRMAN: You have heard what has been said about the promotion of continuation schools, and the providing of scholarships. Do you still think that a central school here would be the best means for promoting secondary education?

Witness: I think a central school for that purpose would be better than continuation schools. If you have a central Higher Grade School the children will be sent there by their parents, and they will have to learn certain subjects. If you have a continuation school, which may be attended or not, I do not think the results will be so satisfactory.

1190.—The CHAIRMAN: Do you think the establishment and maintenance of a central Higher Grade School at Peel would be better for Peel than the resuscitation of the Grammar School?

Witness: If the funds of the Grammar School could be legally made available to assist a Higher Grade School, I think it would be much better for the town. I think a Higher Grade School has the best chance of earning the Government grants, and so make the fees less for each scholar, than if there was a Grammar School which had to be wholly supported by fees.

1191.—Mr JOUGHIN: Are you acquainted generally with the opinion of the people of Peel on this subject?

Witness: I have been speaking to a great many people in the town who have children, for whom they would like to obtain a superior education after they get to a certain age.

1192.—Mr MOORE: I suppose we may take it that the Grammar School has been a failure?

Witness: Yes; the endowment, along with the amount paid in fees by the scholars, not being sufficient to maintain an efficient teaching staff.

1193.—Mr MOORE: Has the failure been the fault of the working of the school, or was the style of education not the most suitable?

Witness: First of all, the style of education was not suitable, perhaps, for the best scholars after a certain age; and another reason for the failure was that there were not sufficient funds to work the school as it ought to have been worked

1194.—The CHAIRMAN: Suppose we consider the requirements in regard to elementary education, do you think such requirements are met by the Clothworkers' School?

Witness: Yes; till the children get to a certain standard.

The CHAIRMAN: That is what I mean.

Witness: I think they get a very good elementary education in all the schools of the town.

1195.—Mr MOORE: You include the sixth standard?

Witness: I think most of the children in Board Schools leave before they get to the 6th standard.

1196.—The CHAIRMAN: Which do you think is the better course, to improve and enlarge the structures forming the existing schools and increasing the staff of teachers, or to spend the money in establishing a Higher Grade School?

Witness: Decidedly to spend the money in establishing a Higher Grade School.

1197.—The CHAIRMAN: Supposing it was found necessary to subsidise a Higher Grade School for Peel by a rate, do you think the appreciation of the value of the school in Peel would be such that they would be willing to contribute to such a rate?

Witness: I think the great bulk of the people would have no hesitation in accepting a rate of 2d.

1198.—The CHAIRMAN: Suppose, in addition to the central school, we have a system of scholarships for the more brilliant scholars in the outlying portions of the district to this central school, do you think then the want of secondary education will be tolerably well supplied for the whole district?

Witness: I think that would be the best and the cheapest way of supplying the want.

1199.—The CHAIRMAN: We are very much obliged to you for putting the matter so clearly before us. In your judgment a central school is preferable to an enlargement of the present school buildings, and the best plan in regard to the outlying districts is to provide scholarships to the central school?

Witness: Yes.

1200.—Mr MOORE: It seems to me that your view is a little different to that expressed by Mr Potts as to the number that would attend the central school from the outlying district. He put the number down as 60 from Peel and 40 from the outlying district. You put the number of scholars likely to come from Peel higher; do you not think there will be 40 from the outlying parts of the district?

Witness: I do not think there will be forty from the country districts.

1201—The CHAIRMAN: Your figures amount to about the same. You think there will be 80 from Peel and 20 from the outlying district?

Witness: Yes.

1202.—Mr DRINKWATER: Would you have anything done in the way of teaching agriculture?

Witness: I think if peripatetic teachers went round it would be an advantage so far as dairying is concerned.

1203.—Mr DRINKWATER: Would you limit the teaching to dairying, or would you join with it, for girls, cookery and laundry work?

Witness: As to cookery and laundry work, it is a question whether the result would warrant the expense that would be incurred in country schools; but cookery should be taught in town schools.

1204.—Mr DRINKWATER: I suppose a good number of the children go into domestic service?

Witness: Yes, a good number.

1205.—Mr JOUGHIN: In the central school would you take children in the third standard, as at Douglas?

Witness: I think as low as the fourth standard.

1206.—Mr RYMER: In the case of children whose parents could afford to pay the fees of the higher grade school, would you be in favour of scholarships being given to them?

Witness: Provided they showed ability which would warrant the passing them on from one school to the other.

1207.—Mr RYMER: There is another point on which I would like to ask you a question. Some of those who have been examined have been asked questions as to the relative ages of those who attended schools at night for learning navigation, and whether the result could be taken as a criterion of the results of establishing such classes in schools. Do you think it can be so taken?

Witness: I do not think so. I believe if those subjects were taught in schools, the results would be different.

MR PRESTON'S EVIDENCE.

1208.—The CHAIRMAN: I believe you are chairman of the School Committee at Peel?

Witness: Yes.

1209.—The CHAIRMAN: You have heard the opinion expressed by Mr Christian, to the effect that the provision of a Higher Grade School in Peel would be acceptable, and that it would be better than resuscitating the Grammar School. May I ask if you generally agree with that view?

Witness: I quite agree with the view—that is the desire of the inhabitants of Peel.

1210.—The CHAIRMAN: Do you agree with him likewise in thinking that they would be willing to pay an education rate of a reasonable amount—not exceeding, say 3d in the £?

Witness: I do not think any reasonable man in Peel would object to pay a rate of 1d up to 3d, if required.

1211.—The CHAIRMAN: The difficulty to my mind is the distance from outlying districts. Is there anything you would suggest to bring in the outlying districts to share the advantages? Would the system of scholarships attract them?

Witness: I think the outlying districts should avail themselves of the same privileges as Peel. If they avail themselves of the Higher Grade School in Peel, they ought to have the same privileges as the Peel scholars. They ought to have the advantages of scholarships.

1212.—The CHAIRMAN: But you cannot give them the same advantages. Here are people living two or three hundred yards away from the school. It is obvious they have greater advantages than people living two or three miles away.

Witness: The only advantage is the distance. Do you mean that the outlying districts should have the scholarships in preference to Peel?

The CHAIRMAN: I do not say in preference to Peel. You would have in your midst—if this scheme is carried out—this Higher Grade School. That will be available for all the people in the town. But when you come to think of Foxdale, Kirk Michael, Cronk-y-Voddy, Dalby, and so forth—how are you going to give those people, as nearly as you can, the advantages of the school in the same way as to the people of Peel?

Witness: You cannot give them the advantages to the same extent.

1213.—The CHAIRMAN: I have thrown out the idea that scholarships to the outlying districts would be the best thing. I asked if you could see anything else?

Witness: As far as scholarships are concerned, I quite agree with the idea of Mr Christian, that these scholarships should be offered.

1214.—Mr JOUGHIN: You mean that they should be open to the children of the whole district?

Witness: Yes.

The CHAIRMAN: As this witness has expressed himself so evidently in favour of the view put forward by Mr Christian, it is no use examining him further on other points. I will take next, Mr Cannell, of Peel.

MR W. J. CANNELL'S EVIDENCE.

1215.—The CHAIRMAN: Are you a member of the School Committee, Mr Cannell?

Mr Cannell: I was a member of the late Committee, but not of the present one.

1216.—The CHAIRMAN: Then you have been connected with the education movement in Peel?

Witness: Yes.

1217.—The CHAIRMAN: You have heard the views expressed by Mr Christian and Mr Preston just now, namely, that the best mode of meeting the requirements as regards secondary education for this district will be the erection of a Higher Grade School in the town of Peel. Are you of that opinion?

Witness: I am

1218.—The CHAIRMAN: Could you corroborate the view that Mr Christian has put before us, that it would be attended by 100 to 120 children?

Witness: I should think that would be a reasonable view to take of it.

The CHAIRMAN: Without tying yourself to exact figures, you would expect that number to attend?

Witness: Yes.

1219.—The CHAIRMAN: Are you likewise of opinion that the endowments of the Grammar School might fairly be taken to support such a movement, and that the people of Peel would recognise that these funds were

best employed in increasing the income of the Higher Grade School?

Witness: The people of Peel would highly appreciate such a move, and would think it was right to employ those funds for the best interests of the town. At present it is quite a sore point that those endowments are not utilised for the benefit of the present children in Peel. Many of our children have to go out of the town to obtain a secondary or higher grade education—in fact, I know of families leaving the town because they could not obtain the education they wanted. We have also heard of families who intended coming to Peel to reside, who, when they inquired into the education provided for children, refused to come, because they could not, in Peel, receive that education which they thought it necessary their children should receive. On that account I agree with Mr Christian, and also with the Chairman of the Peel School Committee,—

1220—that the ratepayers of Peel would not object to a reasonable rate in order to provide a better and more efficient education for the children.

Mr DRINKWATER: That would be a rate up to threepence?

Witness: Yes.

1221.—Mr DRINKWATER: Are there any children in Peel attending the Higher Grade School in Douglas?

Witness: There are some children going to Douglas for education, and others to Ramsey, that we know of.

1222.—Mr RYMER: In case the people of Peel had to pay a rate of say twopence or threepence in the pound, would they think they were badly treated by having to admit children from the outlying districts who pay no rate?

Witness: They would consider that the admission of outside scholars would be a profit and benefit to the school by means of the grants they would earn, and that they would tend to increase the income of the school; and so I think there would be no objection whatever on the score of outside children.

The CHAIRMAN: I am glad to hear that they take that view. The organised science school in Douglas earns over £6 per head in grants. Therefore, the children coming in from the outlying districts and earning £6 per head would tend to the well-being of the school and to the lowering of the expense per head.

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MR T. C. KERMODE'S EVIDENCE.

1223.—The CHAIRMAN: I believe you have been connected with the trade of Peel for many years?

Witness: Yes, and six years a member of Peel School Committee.

1224.—The CHAIRMAN: You have heard the views put forward by Mr Christian, and supported by the last two witnesses—Mr Preston and Mr Cannell—namely, that a central Higher Grade School in Peel would be the best mode of meeting the needs of the district. Are you of that opinion?

Witness: I am. I agree fully with what has been said.

1225.—The CHAIRMAN: You think there is a real need in Peel for the education such a school would give?

Witness: There has been for the last 10 or 15 years.

1226.—The CHAIRMAN: Do you agree with respect to the endowments of the old Grammar School being taken to assist in the movement?

Witness: The endowments of the Mathematical School and the Grammar School, which, according to my calculation, amount to over £90, and not to £60, ought to be available for these purposes.

1227.—Mr JOUGHIN: Do you mean that the whole of the funds belonging to the Grammar School and the Mathematical School ought to be taken to provide for the erection of these schools?

Witness: Yes; I counted that, altogether, upon the income arising from the endowments would be over £90 a year.

1228—The CHAIRMAN: I think you may leave that to the Commissioners. You think it would be a proper appropriation of the income of the trusts?

Witness: Yes.

The CHAIRMAN: In fact, just as the Charity Commissioners deal with charities in England, so we might deal with this; and we might fairly recommend the Legislature to hand over these funds to a higher grade school?

Witness: Yes.

1229—The CHAIRMAN: In your judgment, would that meet with the goodwill of the people of Peel?

Witness: Generally, yes.

1230.—The CHAIRMAN: What say you with regard to the probable number of children that would attend from Peel?

Witness: I think there would be 60 to 70 from Peel, and the outlying districts would undoubtedly send some to the higher grade school. Distance is no great object; in former years, they sent them from Michael, Foxdale, and Marown, to the Grammar and Mathematical Schools here.

1231.—The CHAIRMAN: Not as day-scholars surely?

Witness: Yes, as day-scholars. In fact nearly all the day-scholars came from a distance, thirty or forty years ago, and they had to walk it. There were the Gells, of Whitehouse, Mr Peter Cadman, A. Matthews and his brothers, and others. They came from Glenmaye, Dalby, Foxdale, and so on, and all these walked in daily. There is no reason why children who have passed the fifth and sixth standard should not go backwards and forwards. Many of them have bicycles and would use them, and many would use the railway. Distance of a few miles has nothing to do with it.

The CHAIRMAN: It is a question of time as well. For instance, scholars from Michael would have to travel twelve miles a day.

Witness: I know four scholars who come daily to school in Peel from Cronk-y-Voddy;

in fact, they attend the elementary school from Cronk-y-Voddy, four miles distant.

1232.—The CHAIRMAN: At any rate, you think that 60 to 70 children would attend from Peel, and the number might be made up to 100 from outlying districts?

Witness: Yes. If you make it a mixed school you would have more.

1233.—The CHAIRMAN: The last witness expressed the opinion that the people of Peel would not object to children coming in from the outlying parishes that do not pay a rate. Are you of that opinion?

1234.—Witness: I think it would be a great help to the school, and a profit to the school. Peel people are now interested in higher education, and they would not object to a rate being required.

Mr MOORE: I think it should be clearly understood that the school contemplated would be a mixed school.

The CHAIRMAN: It would be similar to the one in Douglas.

Mr RYMER: Would you confine it to those who have passed a certain standard? I do not approve of having the third standard. We start with the third in Douglas simply because we have no arrangement with other schools what time children should leave to come to us.

Mr JOUGHIN: That would be better decided when we see how the school is attended.

1235.—Mr DRINKWATER: Supposing the pupils from the country cost £5 per head—would the town be equally ready to have them?

Witness: I presume it is very likely that the sharpest lads would come from those places into this school, and that, therefore, they would be likely to pass the examinations successfully, and earn all the grants it was possible to earn.

1236.—Mr DRINKWATER: At present the grants are all paid by the Insular Government. Supposing the Insular Government could not afford to pay all these grants, and the funds had to be found by rate?

Witness: If the people demand that higher education should be given, the money can be found.

1237.—Mr DRINKWATER: My question is, would the people of Peel be still prepared to pay £5 per head for the country children?

Witness: We have not sufficient experience of a Higher Grade School. What would you require them to pay? If we put up schools, and if they failed in the grants and the schools did not pay, there would have to be some recompense—there would have to be some arrangement come to with the School Committees that for every child sent in they would have to pay a certain sum.

DR. FARAKER'S EVIDENCE.

1238.—The CHAIRMAN: Well, Dr. Faraker, you have heard the views put forward by the preceding witnesses, that the best mode of providing secondary education in this district is by the erection of a central school at Peel; do you concur with that?

Witness: I do.

1239.—The CHAIRMAN: Do you concur likewise in what has been said as to the probable attendance at such a school?

Witness: I anticipate something of the kind. I have a knowledge myself of the Mathematical School at Peel, which was attended by at least 60 or 70. It was a high school, second to none in the Isle of Man, more especially in navigation.

1240.—The CHAIRMAN: As an inhabitant of Peel, and from your knowledge of the district do you concur in the opinion as to the fairness and advisability of appropriating the endowment of the old Grammar School for supporting a central Higher Grade School?

Witness: Yes, I think it would be well appropriated if navigation was taught in the Higher Grade School. In my time the Mathematical School was essentially a technical school, having sextants, and everything necessary for the teaching of navigation. Navigation was thoroughly taught to the boys. Some of the boys of that time are prospering. One of them, who was at school with me, is the Principal of the Nautical College at Liverpool, and is one of the greatest authorities on navigation in the United Kingdom.

The CHAIRMAN: That is interesting as to the point of teaching navigation; but I want your view as to the appropriation of the old Grammar School endowment?

Witness: I think the endowment should be used for the benefit of the boys who more especially need it—that is the boys of the poorer class. When I was a pupil there, there were 14 free scholars. Those boys had the same education, and were placed on the same level as boys who were much higher socially; and I think, on account of the education they then received, they rank much higher in the social scale than they otherwise would have done.

1241.—Mr JOUGHIN: When you speak of 60 or 70 scholars that were at the Mathematical School in your time, were they all boys?

Witness: Yes.

1242.—Mr JOUGHIN: If a mixed school was established, do you think there would be more scholars?

Witness: I cannot say anything in regard to girls. I have not considered that aspect of the question.

1243.—Mr DRINKWATER: I suppose the 60 or 70 boys were children of all ages, up to and not above a certain age?

Witness: I left school when I was 14½ years of age.

1244.—The CHAIRMAN: What, in your opinion, is about the number that would take advantage of the establishment of a Higher Grade School in Peel, and in the outlying parts of the district?

Witness: I think the number spoken of, a hundred, well within the mark. I think, if a proper school is established, the people in the outlying districts will send their children to it. At the time I went to the Mathematical School a great number of the scholars belonged to the outlying districts—Kirk Michael, Ballaugh,

Castletown, Douglas, St. John's, and other parts.

The CHAIRMAN: What was the percentage?

Witness: I should say that more than half of the better class of the scholars belong to other districts.

1245.—The CHAIRMAN: You say "of the better class." I presume the better class have better facilities than the poorer class for reaching a central school?

Witness: Yes.

1246.—Mr MOORE: How were the free scholarships obtained?

Witness: I think more by nominations than by examinations

1247—Mr MOORE: How many scholarships were there?

Witness: There were 14 in my time in the Mathematical School. I had nothing to do with the Grammar School.

1248.—Mr JOUGHIN: The scholarships were obtained principally by nomination?

Witness: Yes. A candidate had to be up to a certain standard, but there was no formal examination.

1249.—Mr MOORE: Supposing a Higher Grade School was established, would you consider it a necessary part of it that there should be a certain number of free scholarships?

Witness: Certainly. I think the endowments in connection with the Mathematical School were originally intended to benefit the children of the poor of the town. They were intended to raise the poorer class to a higher level

1250.—Mr JOUGHIN: At the present time there are twelve free scholarships. Do you think we ought to keep up the number?

Witness: I do not know whether the number is twelve now. It was fourteen in my time.

Mr JOUGHIN: Two were knocked off.

1251—Mr RYMER: You think that, in establishing a central school in which the education was thorough, the money would be well spent?

Witness: I think so. Many of the boys in the Mathematical School were thoroughly well educated, and did credit to the Isle of Man.

The CHAIRMAN: The amount of concurrence with respect to a central school which we have heard is very striking. It is more than we have heard in any of the other centres we have visited. You all seem to be at one as to the desirability of having it, and as to the willingness of the people to pay a reasonable rate for it, if such a school were established. But, now, I think we ought to hear what are the views of the people in the outlying districts, and the first witness I shall take is Mr T. A. Corlett, of Ballaugh.

MR. T. A. CORLETT'S EVIDENCE.

1252.—The CHAIRMAN: You have heard what is the view in Peel. There seems to be a general desire for a central school here. Would it be your opinion that the best centre for the district, which includes Ballaugh, should be Peel or St. John's?

Witness: I think that anything outside what might be provided in the parishes, would be altogether useless for the parishes in this neighbourhood.

The CHAIRMAN: Even if you had scholarships?

Witness: Even if you had scholarships.

1253.—The CHAIRMAN: Some of those who have given evidence to-day have told us that, in days gone by, children did come from a considerable distance. What leads you to think that the views of parents have so altered in these days in the matter of education?

Witness: Probably the instruction given in those days in the elementary schools was not up to the standard of instruction that is given now-a-days, and parents desirous of giving their children an extra good education were compelled to send them into town.

1254.—The CHAIRMAN: I do not want you to alter your opinion. I am much obliged to you for giving it so frankly. You do not think the children in the parish of Ballaugh would benefit by the erection of a central school here?

Witness: I do not think the parents would avail themselves of the opportunity by sending their children.

1255.—The CHAIRMAN: I fully appreciate the difference there is in education now, as compared with 40 or 50 years ago, and since the establishment of elementary schools in the district; but you must consider that we are proposing to give instruction in navigation, agriculture, and mining, and we are proposing a central school where young women would learn cookery—which is a very important thing for making the house and home comfortable in after life—laundry work, and so forth. Do you think parishes like Michael and Ballaugh, and villages like Cronk-e-Voddy would like to cut themselves entirely off from these opportunities?

Witness: With regard to instruction in cookery and laundry work—I think it is most essential that they should be taught in every school. I think that provision should be made in the parish itself, either in the school, or that a cottage should be fitted up so that laundry work and cookery might be taught there. I think a cottage at a rent of £4 or £5 a year would be quite sufficient. I suppose the school at Ballaugh is as large as any in the north of the Island, and I suppose there are not more than 15 girls there above standard 5.

1256—If there was a peripatetic teacher taking in the whole of the northern district of the Island, and giving a course of instruction with a demonstration lesson once a week, and a practical lesson once a week, or in alternate weeks—that would be all that is necessary.

1257.—Mr RYMER: Such a cottage would be used only one day a week; do you think it would be required more?

Witness: I suppose if one hour per week each subject was given for instruction, that would be as much as is given in most towns. In Liverpool, there is one hour—*i.e.*, for laundry, cookery, and dairy work respectively.

1258.—Mr RYMER: Yes; but there are various relays. Several schools use the same room.

Witness: If the class was too small, I do not see why girls who have just left school should not be asked to join and share the advantages.

1259.—Mr MOORE: Are you able to give proper attention to standards six and seven in your school?

Witness: I do not think there is any elementary school teacher in the Isle of Man that can do it—*i.e.*, where, as in many cases, he has to supervise the whole school and teach standards three to seven.

1260.—Mr MOORE: Don't you think it would be possible to provide instruction by a central school with a proper staff?

Witness: I think the better means would be to have a capable efficient staff in each school.

1261.—Mr MOORE: It would be probably the more expensive method.

Witness: If the staffs of the present schools were more capable, there would not be the same need.

1262.—Mr MOORE: If children went from Michael or Ballaugh, do you think Peel or Ramsey would be the best centre?

Witness: I suppose Ramsey would be the best. They would have to alter the trains in winter. They could not get there before 10 o'clock.

1263.—Mr DRINKWATER: Are you aiming at a general literary education or a technical education for different people, according to their wants? Do you think agriculture should be taught?

Witness: I do not know that there is any special desire on the part of the parents for instruction in agriculture, though Ballaugh is a purely agricultural district.

1264.—Mr DRINKWATER: What do the children do, as a rule, when they leave school?

Witness: A good many of the boys go out as farm servants, and the girls also chiefly go as servants in the farms round about.

1265.—Mr DRINKWATER: I suppose cookery, laundry work, and poultry rearing would be most useful for the girls?

Witness: I think it would be most useful for the girls to be taught cookery and the management of the dairy.

1266.—Mr DRINKWATER: Would they have any opportunity of learning that after they left school?

Witness: If they got technical knowledge and good demonstration lessons given them after they leave school, they would be able to put it into practice.

1267.—Mr DRINKWATER: You don't think they could do it in school hours?

Witness: I do not see why girls should not get an hour a week to attend classes in cookery, and even butter making, and that sort of thing.

1268.—Mr DRINKWATER: Do you think it could be done by peripatetic teachers doing district by district?

Witness: I should strongly advocate peripatetic teachers for cookery, dairy work, &c.

1269.—Mr DRINKWATER: Could you find room without getting buildings?

Witness: I would suggest that a cottage might be utilised. A great many of the Committees in rural districts have premises at their disposal. There are old premises in Ballaugh which can be had for a £4 rental. If the instruction is not worth £4 to the district, it is not worth having.

1270. The CHAIRMAN: What you say has reference to the scholars in the country schools. You think the girls could be taught cookery and laundry work by peripatetic teachers visiting the schools, either in school hours or by having evening continuation classes. But I do not think you have made allowance for exceptionally brilliant scholars. I presume, in Ballaugh and other districts, you do have exceptionally brilliant scholars? You do not argue against a system of scholarships to enable them to go to a centre where they would be better taught—the apparatus being so infinitely better than that in the elementary schools?

Witness: I would like to see scholarships provided, if there were sufficient to be of service to all poor men's clever children to benefit by

The CHAIRMAN: I contemplate that you would have some brilliant scholars One boy who displayed great brilliancy in classics or mathematics would need a scholarship to King William's College. On the other hand, say you had a boy who shows great brillancy with respect to agriculture or some handicraft, you would want him to have a scholarship to the Central Higher Grade School.

Witness: Yes; I think I would, provided the scholarships were of sufficient value to enable all sufficiently brilliant scholars to avail themselves of them.

1271.—Mr JOUGHIN: Supposing you had a scholar who had gone through standard VII. at 13 years of age, and was still anxious to go on with higher subjects?

Witness: I think if the head teachers had more time at their disposal than they have at present, they could improve the education of the higher standards very much; they could take up a specific subject or two, and advance the general curriculum of the higher standards.

1272.—Mr JOUGHIN: Then we would require a greater staff than we have at present?

Witness: The staff would have to be improved

1273.—Mr MOORE: Would it be possible to get two or three schools to combine? To increase the staff of each school would be very expensive.

Witness: I suppose it would be a sort of peripatetic teacher then?

Mr MOORE: Practically, yes.

MR POTTS RE-CALLED.

1274.—The CHAIRMAN: I understand, Mr Potts, that you have a statement to make, to supplement the evidence you have already given?

Mr Potts: I wish to say that I was reading a section of the Educational Blue-book the

other day, and I find that, in some districts of Moray and Invernesshire, the County Council gives a bonus of something like £3 to boys who have passed the third stage in every specific subject taught in the schools. That is an encouragement to the teachers to go on to higher parts, instead of stopping at the first or second stage.

MR WILLIAM QUAYLE'S EVIDENCE.

Mr Wm. Quayle (Ballamoar, Patrick) was the next witness.

1275.—The CHAIRMAN: You have heard of the proposal to erect a central school to meet the need of higher education in this district. How far would it be of advantage to the children in Patrick?

Witness: I think it would be of great advantage. The children did formerly go to the Mathematical School, at Peel, 40 years ago, travelling two and two and a half miles, and I consider it would be a great deal better than having any Higher Grade School in the country, for the few who would avail themselves of that kind of education.

1276.—The CHAIRMAN: On the whole, may we understand that you agree with the view expressed by the Peel witnesses, that that would be the best way of acting—namely, by the erection of a central school here, with scholarships for the brilliant scholars in your elementary schools at Patrick and other outlying parts of the district?

Witness: Yes, I do.

1277.—The CHAIRMAN: You think the central school would be better placed at Peel than at St. John's?

Witness: Yes, much better at Peel. The children come from Patrick, Cronk-y-Voddy, and Kirk Michael. Peel is as central as St. John's for any of those districts.

1278.—The CHAIRMAN: Would you confine the scholarships to the children of poor parents?

Witness: I would. They have more need of it than the better class of people. There are some very brilliant scholars in our schools that have not the means to get along any further.

1279.—The CHAIRMAN: Then, speaking generally on behalf of Patrick, you think that a system such as we have spoken of to-day would be acceptable to, and welcomed by, the people of Patrick?

Witness: I do.

1280.—Mr DRINKWATER: Would they be prepared to pay a rate, if need be?

Witness: I question it, if the building was in Peel. So few would avail themselves of the opportunity of going to Peel, that it would be rather hard to rate the parish for it. The people in Patrick are principally of the labouring class, and they would think hard of a rate to build another school. They have to pay sufficient already for the schools they have got.

1281.—Mr DRINKWATER: I can quite understand them wanting to have a central school at Peel, if they had not to pay for it; but in most cases you have to pay for advantages. I understand you to say that the Patrick people would like to share in the school, but not in the cost of the school?

Witness: The Board Schools in my parish are only too glad to get scholars from other parishes to come in.

1282.—The CHAIRMAN: Do many young men in Patrick go to sea?

Witness: Yes, a good many—about thirty, I suppose.

1283.—The CHAIRMAN: Would not instruction in navigation be an important matter for them?

Witness: Yes.

1284.—The CHAIRMAN: Do many apply themselves to agricultural pursuits

Witness: Most of them, after fishing in the summer, go on the farms.

1285.—The CHAIRMAN: Would instruction in cookery and laundry work be useful to the young women?

Witness: It would be a very beneficial thing. Instruction in laundry work, cooking, and [**1286**] dairy work, is very much needed. There were dairy classes carried on in Peel some time ago, and it was a great advantage, and made a great improvement in the butter from the neighbourhood. They get a sale for the improved butter which otherwise they would not have had.

1287.—Mr MOORE: Do you think the children at the far end of the parish—the Dalby end—would avail themselves of the Peel school?

Witness: They would. A few years ago many of them did.

1288.—Mr MOORE: It was suggested to us in Ramsey that the children of Jurby, Bride, and so forth would get over the difficulty by staying with friends in Ramsey, and boarding there for the week?

Witness: Yes; most of the people in our district have friends in Peel.

1289.—Mr JOUGHIN: I think you will remember some Patrick boys going to the Grammar School, in Peel, who afterwards commanded large ships and steamers?

Witness: Yes; I knew them very well some years ago. We went to the Grammar School in the first instance, and to the Mathematical School afterwards. A great many good captains were turned out of the Mathematical School, at Peel, in former times.

1290.—The CHAIRMAN: Then, to sum up, the promotion of secondary education in this district is not a mere fad, taken up by educationalists, but is a real want on the part of the people?

Witness: I consider it so.

MR RADCLIFFE GELL'S EVIDENCE.

Mr Radcliffe Gell (Dalby) was called.

1291.—The CHAIRMAN: What say you with regard to the scheme that seems to find favour chiefly—that there should be a central school here? How would it affect the people of Dalby?

Witness: I do not know. It would be rather difficult for them to get to it.

1292.—The CHAIRMAN: You think separate provision would have to be made in Dalby for

a certain number of children who desire such education?

Witness: Well, I don't know. There are only a few.

1293.—The CHAIRMAN: How far are you from Peel?

Witness: A good four miles—four and a half miles perhaps.

1294.—The CHAIRMAN: Do you think there is any number of boys in Dalby whose parents would desire them to receive a higher education in navigation, agriculture, and so forth; and any number of girls who would consider it a boon to have further instruction in cookery, dairying, and laundry work?

Witness: There might be a few—just a very few.

1295.—The CHAIRMAN: Having regard to those young people, in what way would you think the wants of Dalby, and that part of the district, might be best met?

Witness: I should think if the central school was made in Peel, that would be what is required. Of course it would be optional with the parents. I do not think there would be many who would send their children. Of course we are far out, in Dalby.

1296.—Mr JOUGHIN: Would there be any young women who would go to town for a quarter or two to get instruction in laundry and dairy work, and so on?

Witness: There might be, if it was there.

1297.—Mr DRINKWATER: Do you think they would object to a rate in Dalby?

Witness: Yes, I do. Very few would take advantage of the school.

1298.—Mr JOUGHIN: What is the education rate of Patrick at present?

Witness: I think it is 2½d.

EVIDENCE OF MR T. KELLY.

Mr T. Kelly, attendance officer in connection with the Peel School Committee, and clerk to Patrick and Peel School Committees, was the next witness examined.

1299.—The CHAIRMAN: You have heard the view put forward as to a central Higher Grade School for Peel, being the best mode of providing secondary education for the district. Do you concur in that view?

Witness: Yes.

1300.—The CHAIRMAN: Do you know anything of the Higher Grade School at Douglas?

Witness: I know there is such a school.

1301.—The CHAIRMAN: Do you know what is taught there?

Witness: Yes.

1302.—The CHAIRMAN: I suppose, when you speak of concurring in the view that a central school should be established at Peel, you mean a school of that kind.

Witness: I mean a school of that kind, but I think that navigation should be specially taught there.

1303.—The CHAIRMAN: Do you think, with the rest, that the people of Peel would be willing to pay a rate to support it?

Witness: Yes; a fair rate.

1304.—The CHAIRMAN: By a fair rate you mean anything not exceeding 3d in the £?

Witness: Yes.

1305.—The CHAIRMAN: Now, having regard to the outer districts of Patrick, St. John's, and so forth, do you see anything to lead you to the conclusion that St. John's would be better than Peel as the place for such a school?

Witness: Peel would be the best in my opinion. I do not quite agree with some of the views expressed to-day with reference to the number that would come from the outlying districts. I think 40 is too high a number.

1306.—The CHAIRMAN: Do you think the number from Peel would be from 60 to 80?

Witness: I agree as to the probable number from Peel, but I should put the number from the outlying districts at 20.

1307.—The CHAIRMAN: Do you agree that the number of scholarships required for the outlying districts for the more brilliant scholars of the schools in this district would be about 14 to a central school at Peel?

Witness: Yes, under certain conditions.

1308.—The CHAIRMAN: What are the conditions?

Witness: Well, if forty attend the school from the outlying districts, that will equal one third of the whole number, and it would be unfair for Peel to provide accommodation for these 40 children without the outlying districts paying a penny towards the rates

The CHAIRMAN: I do not say that Peel should provide the scholarships.

Witness: I meant accommodation.

Mr JOUGHIN: You mean that the outlying districts should contribute by rate for the support of the school?

Witness: Yes—in proportion to the number they send.

1309.—The CHAIRMAN: Suppose they did not contribute, still it would not be of great disadvantage to Peel to take scholars from the outlying district, because the larger the number the cheaper the school would be worked.

Witness: Yes; that might be said for any school, but they should pay for the extra accommodation provided.

REV. JOHN CORLETT'S EVIDENCE.

1310.—The CHAIRMAN: In regard to the establishment of a central school at Peel, does that meet with your approval as the best mode of providing secondary education for the district?

Witness: I would limit it to Peel, rather than to the whole district.

1311.—The CHAIRMAN: Do you really think St. John's would be the best place for the school?

Witness: Yes, for a school for the whole district. In a short time we hope to have new schools there, and the present one would be exactly suitable to be used as a technical school.

1312.—The CHAIRMAN: Have you many boys and girls at St. John's who would benefit

by the instruction in such subjects as we are speaking of?

Witness: I think so.

1313.—The CHAIRMAN: What calling in life do the young men at St. John's take to?

Witness: Agriculture chiefly, or as artisans. I am quite sure good continuation schools at Peel would be of great advantage. I believe the great want at Peel is a navigation school.

1314.—Mr JOUGHIN: That is felt in your district also?

Witness: Yes.

1315.—The CHAIRMAN: Can you form any idea of the probable number that might attend a central school in Peel. To begin with, what number do you say might be expected from St. John's?

Witness: I should say 15 or 20, if there was a good central school at Peel.

1316.—The CHAIRMAN: Do you think the knowledge that scholarships to the central school would be given to the more brilliant scholars of the elementary schools, would have a beneficial effect in your neighbourhood.

Witness: I think it would be a great stimulus.

1317.—Mr JOUGHIN: Scholarships for poorer boys?

Witness: I should limit it to poorer boys.

1318.—The CHAIRMAN: You have lived many years at St. John's?

Witness: Yes.

1319.—The CHAIRMAN: Have you known cases of scholars of exceptional ability who have not been able to do what they would have otherwise been able to do if there had been scholarships available for them?

Witness: Certainly I have.

1320.—The CHAIRMAN: Then you think scholarships for a central Higher Grade School would be a great boon to the district?

Witness: I think they would.

1321.—Mr DRINKWATER: Would you suggest anything for the teaching of agriculture?

Witness: The existing schools at St. John's will shortly become vacant, and they might be utilised for technical education. I would not connect such teaching with the elementary schools at all. I think St. John's would be a suitable centre for the whole of the district It is easy of access to the whole of the sheading.

1322.—The CHAIRMAN: Would evening continuation schools be a good mode of imparting secondary education in the district?

Witness: They would be a good thing for St. John's; but I may say we have tried evening continuation schools a good many times and they have invariably gradually fallen off.

The CHAIRMAN: Do you refer to evening continuation schools in the nature of private venture schools?

Witness: No, in connection with the elementary school. The result might be different if it was made compulsory on those under a certain age.

1323.—Mr MOORE: Do you not think that any legislation, to give effect to such a proposal, would be met with the objection that there is a great need for labour?

Witness: No doubt it would. No doubt there is great difficulty in the way of carrying out such a proposal.

1324.—The CHAIRMAN: If there was a navigation class, would that render a permanent increase of the teaching staff necessary, or could it be taken by peripatetic teachers?

Witness: I should say by the peripatetic teachers.

EVIDENCE OF MR T. CORLETT.

Mr T. Corlett, member of the School Committee of St. John's, was the next witness.

1325.—The CHAIRMAN: Do you concur in the opinion that the establishment of a central school at Peel would be the best method of promoting higher education in this district?

Witness: I think so.

1326.—The CHAIRMAN: You think Peel, on the whole, the best centre?

Witness: I think so.

1327.—The CHAIRMAN: Do you say it would be the best having regard to Peel only, as the preceding witness said, or having regard to the whole district?

Witness: Having regard to Peel only.

1328.—The CHAIRMAN: Well, I think it is pretty obvious that it would be the best thing for Peel, but would it also, in your view, meet the wants of the neighbourhood?

Witness: I think it would.

1329.—The CHAIRMAN: In your opinion is such a school much needed in this district, and would it be considered a boon by the people?

Witness: I think it is very much needed.

1330.—The CHAIRMAN: Do you agree in the opinion that the endowment of the old Grammar School should be appropriated to the support of such a school?

Witness: I think it would be a good thing. In fact there is a small endowment for St. John's that might be utilised for such a purpose.

The CHAIRMAN: You had better keep that for a scholarship for St. John's. It does not do to be too liberal. (Laughter.)

1331.—Mr JOUGHIN: If a good school is established at Peel, do you think the children from St. John's will come over?

Witness: Not so many.

1332.—The CHAIRMAN: Do you agree with the preceding witness that there will be fifteen or twenty?

Witness: About that, or a little less. A great number of people in the country in German are tenant farmers, and can't afford to send their children to Peel. In former years the majority of the farmers were the owners of the land and could afford to send their children to Peel or elsewhere.

1333.—Mr DRINKWATER: Do you think a central school will be of any benefit to agriculturists?

Witness: I think so.

1334.—Mr DRINKWATER: Do you think they will send their children to it?

Witness: Yes, those who can afford it.

1335.—Mr JOUGHIN: You think it would be a great advantage to parents if they could send their children to such a school, for say about 9d or 1s a week?

Witness: I think it would be a great advantage.

CAPTAIN KITTO'S EVIDENCE.

Captain W. Kitto, manager of Foxdale Mines, was the next witness.

1336.—The CHAIRMAN: I think you have very considerable knowledge of the requirements of Foxdale, from the number of years you have lived there? Would you say there is any large number of children to whom secondary education would be a boon?

Witness: Of course it would be a boon; but the large majority, I am afraid, at present, would fail to take advantage of it.

1337.—The CHAIRMAN: They don't at present realise the advantage. But, now, if we have regard to instruction in mining, do you think they would realise the advantage of that?

Witness: If they were taught younger, in the elementary schools, they might; but, after once leaving school, the young men in our district do not generally pay much attention to it.

1338.—The CHAIRMAN: Is there any means for instructing them in mining beyond the actual mining operations, when they go to work?

Witness: No.

1339.—The CHAIRMAN: Would not instruction in geology be a valuable thing?

Witness: Certainly, it would be a great advantage to them for their success in life.

1340.—The CHAIRMAN: And none, at present, is given in the elementary schools?

Witness: Very little, I am afraid.

1341.—The CHAIRMAN: Do you think, if such a school as we have been speaking of, and which the Peel witnesses agree in recommending, were established in Peel, that a fair number from Foxdale would avail themselves of such an opportunity?

Witness: I am afraid it is rather too far for them to go into Peel.

1342.—The CHAIRMAN: What would be the cost of a return ticket?

Witness: They could only take a return ticket from St. John's; they would have to walk up and down. The trains do not suit. I am afraid not many of them would go from Foxdale to Peel. Those who can afford to send their children to the Higher Grade School in Douglas do so now.

1343.—The CHAIRMAN: Do some go now from Foxdale to Douglas?

Witness: Yes; I think so.

1344.—The CHAIRMAN: Surely Peel would be considerably nearer?

Witness: Of course it would be nearer and cheaper; but they would scarcely take into account the extra expense.

1345.—The CHAIRMAN: Would any fair number of girls care to avail themselves of the instruction in such branches of information as concern women?

Witness: I could not speak about the number. Of course it would be a great advantage if they did take such instruction, but I am afraid the inducement would have to be a little nearer.

1346.—The CHAIRMAN: Is there any way better than a central school at Peel that you could mention for the instruction of the Foxdale boys and girls?

Witness: I agree with what Mr Corlett, of St. John's, has said about a technical school at St. John's. It would certainly be better for Foxdale. But not being selfish, and looking at the whole district, including Peel, Peel is certainly the best place for it.

1347.—Mr MOORE: I think you used the word "technical," in speaking of the school at St. John's? You draw rather a distinction between the school there and at Patrick?

Witness: Yes, I would. I think for the welfare of the young men at Foxdale, they ought to be taught geology, mineralogy, mine surveying, and mathematics—which would all come in useful in after life. Many of our young men go away, who have not had the advantages of being educated up to the requirements of their profession.

1348.—The CHAIRMAN: In your many years' experience at Foxdale, have you known boys who might have made a much better position for themselves in life, if they had had opportunities for secondary education?

Witness: Certainly, they have been lost for want of education.

1349.—Mr DRINKWATER: If the education had been available would they have taken advantage of it?

Witness: The brighter boys would. Those that were anxious to succeed would certainly have taken advantage of it. They have had to sink because there was no such system.

1350.—Mr MOORE: I suppose in South Africa there have been great opportunities?

Witness: They have felt the want of it there.

1351.—Mr DRINKWATER: I believe you have at Foxdale a building that would be available?

Witness: No, I think not.

Mr DRINKWATER: You have a reading-room?

Witness: We could utilise that.

Mr DRINKWATER: Would that be inconvenient to the men?

Witness: Not at all. It would be of some use to them.

1352.—Mr DRINKWATER: What class of instruction would you give?

Witness: I advocate something practical for boys, after they have left school, while they are working on the washing floors and underground. Of course, some of the older young men would take the opportunity of improving themselves. I would advise popular lectures on the subjects, showing geological lantern slides.

1353.—The CHAIRMAN: That practically means peripatetic teachers.

Witness: I do not think the parents of children could send them to a Higher Grade School so far distant as Peel.

1354.—Mr DRINKWATER: You speak of a great many of your young people going away. Supposing they do go away is a mere knowledge of mining, supplemented by learning what you have suggested, as good as a general education in diverse matters—what you call a thorough education?

Witness: Of course, some of our young men, with their knowledge of mining, if taught surveying, geology, &c., could, with a good

general education, qualify themselves to take any position in mining.

1355.—Mr DRINKWATER: You have grave doubts whether the children would avail themselves of these lectures, if they were established?

Witness: I believe it would create a desire. They do not seem to express much wish at present, but I think the desire would grow upon them to avail themselves of those opportunities.

1356.—Mr JOUGHIN: Do you think any of the boys you were speaking of would go to the Higher Grade School if they had scholarships?

Witness: They might go for a short time. I do not think they would go for long. It would only be an inducement to a few. Parents want to get their boys to work as soon as possible. If you provide something for them after work hours, it would be the best principle.

1357.—Mr RYMER: Do you think that boys leaving the elementary school are sufficiently advanced to take advantage of classes of that description?

Witness: I think for our district they would. If they had passed the seventh standard, I think lads could qualify themselves.

Mr RYMER: The general complaint in England is just the opposite—that they have not the necessary foundation.

Witness: Of course I am only speaking as to mining.

MR J. Q. CANNELL'S EVIDENCE.

1358.—The CHAIRMAN: The next witness is Mr Cannell, of Ballacarnane, in the parish of Michael. Now, Mr Cannell, will you tell the Commissioners what you think with regard to the desirability of a central school at Peel?

Witness: I think if a Higher Grade School is built it ought to be built at Peel. I do not think there is any hardship, if parents wish to send their children. When I came myself to school, I walked in, five miles, every day for five years. Mr Sayle, the postmaster, too, came year after year out of the village. Several travelled backwards and forwards from Cronk-y-Voddy, and from Knocksharry.

1359.—The CHAIRMAN: From your knowledge of Michael and neighbourhood, do you think it would be regarded as a boon if facilities were given?

Witness: It would be a boon only to a few. I don't think many would avail themselves of it.

1360.—The CHAIRMAN: Which would be the better mode of meeting the wants of the children? Do you think it would be better done by efforts made in the elementary schools, or by scholarships to a central institution?

Witness: I think it would be better to have scholarships to a central school at Peel. They would be taught better than by efforts in board schools.

1361.—The CHAIRMAN: Open to the scholars in the elementary schools who were able to win them?

Witness: Yes, I certainly would do that. I think the needs of the district would be better met that way than the other.

1362.—The CHAIRMAN: We cannot expect every one to be brilliant. Do you think the great bulk of the children ought to have further instruction given to them in the elementary schools? For example, would it be desirable to have the elementary curriculum include cookery, laundry, and dairy work?

Witness: I think they should be taught laundry and cookery work. As to the dairy work, I think if these classes went round once a year they would do a vast deal of good. I consider that what has already been done in that direction has done good, and that it would do more good in the future. Prejudice is being gradually swept away.

The CHAIRMAN: It takes a long time.

Witness: Well, time works wonders.

Mr DRINKWATER: You think the farming interest would be helped by similar dairy instruction to that which was given?

Witness: Yes, I think the classes would be far better attended as time went on.

1363.—Mr DRINKWATER: Would you say the same of laundry work and poultry keeping?

Witness: Laundry work, I think, might be taught in the schools, and all the girls in the school would have the advantage of it.

MR. W. H. CORLETT'S EVIDENCE.

Mr W. H. Corlett, of Bishop's Court, was the next witness.

1364.—The CHAIRMAN: I think, actually, you reside at Ballaugh; but are equally qualified to speak for Michael and Ballaugh?

Witness: Well, I do not know so much about Michael,

1365.—The CHAIRMAN: I will ask you generally, do you think the wants of our part of district—if I may so describe it—would be met sufficiently by a central school at Peel, with scholarships to it.

Witness: Well, in my way of thinking, I do not think it would be tolerated by the people in our district.

1366.—The CHAIRMAN: Well, it could not hurt them.

Witness: No, of course not; but I think their wants would be better suited by having an efficient staff of teachers in the existing elementary schools.

1367.—The CHAIRMAN: Do you mean peripatetic teachers who would visit the parishes from time to time, and give instructions in the elementary schools?

Witness: Yes—in some subjects, such as dairying, agriculture, cookery, and laundry work.

1368.—The CHAIRMAN: That is chiefly for girls. With regard to boys—in your knowledge of schools in our neighbourhood, have you known brilliant scholars who have not been able from want of teaching to attain better positions? Those boys surely would require scholarships?

Witness: Yes, I think it would be worth their while.

1369.—The CHAIRMAN: The interest of the parishes in the central school, would be appreciated?

Witness: It would—a little. Very few would avail themselves of the advantage.

1370.—The CHAIRMAN: I suppose you would consider it a hardship, either to erect or maintain a parochial secondary school?

Witness: Yes. Those who could afford to pay would send their children, but many children could not go. Of course the scholarships might meet their case.

1371.—Mr MOORE: Did I understand you to say that in addition to classes for cookery and dairying, you think the staff in the elementary schools wants improving?

Witness: Yes; to teach the already existing education more fully, especially in standards 6 and 7—the teachers are not capable of dealing with those standards.

1372.—The CHAIRMAN: People would have to pay a good deal for that?

Mr MOORE: It would be rather an expensive way of dealing with the question.

Witness: I do not think it would be very expensive. They would almost earn their own wages.

1373.—Mr DRINKWATER: Do you mean the staff should teach extra subjects, such as dairying, or that there should be peripatetic teachers?

Witness: For cookery snd dairying I should say peripatetic teachers. I think the staff should be able to take most other subjects.

1374.—Mr DRINKWATER: I suppose the people would object to any additional school rate for any purpose?

Witness: Considering the few who might go to Peel, they would think it hard to be rated to support a central school at Peel.

1375.—Mr JOUGHIN: If you were not rated to support the school at Peel, do you think it would be popular?

Witness: I think very few would avail themselves of it.

1376.—Mr JOUGHIN: Would it not be less expense to you to send children to Peel rather than to get peripatetic teachers to teach the children in your own schools?

Witness: For one or two schools I would not advocate peripatetic teachers; but it would be, I understand, a general scheme for town and country.

1377.—Mr MOORE: Would it be more convenient for people in your parish to go to Ramsey instead of Peel?

Witness: Yes, it would.

1378.—Mr DRINKWATER: Do you think the dairy classes have done good?

Witness: They have, undoubtedly. Dairying and cookery are the principal things that want teaching in the country districts.

1379.—Mr MOORE: It was given in evidence by Mr Potts that many of the small farmers could not take advantage of the instruction in dairying, because they could not afford to get the necessary apparatus. Do you agree with that?

Witness: No; the necessary apparatus for the new mode of dairying is very inexpensive. Anyone who keeps a cow or two could afford to get what is required.

1380.—Mr DRINKWATER: It would pay in a very short time?

Witness: Yes.

1381.—Mr MOORE: Is it a fact that labour is scarce in your district, and that there is a great demand for children's labour at certain seasons?

Witness: Yes, there is.

1382.—Mr MOORE: That would stand in the way of children going to school to any advanced age?

Witness: Of course the people have not the means that they formerly had.

REMARKS BY THE CHAIRMAN,

The CHAIRMAN: I have now concluded the list of witnesses, and I think I had better say, as I have said at the other places where the Commission has sat, that if anybody present belonging to Peel or the neighbourhood is desirous of stating anything to the Commissioners, the Commissioners will be very glad to hear it. (Pause). If no one cares to come forward I should like to say, before closing the meeting—and I believe I am speaking for my brother Commissioners as well—that we have been very much gratified at the manner in which the evidence has been given here. In my judgment you have considered more fully this question of secondary education, and have formulated your views far more distinctly, than any place which we have yet visited during our inquiry. The almost unanimous voice of Peel—uncontroverted as it is by the country, and in some cases supported by the country—will have considerable weight in determining the recommendations at which the Commissioners may arrive.

Mr JOUGHIN also expressed himself pleased with the manner in which his townsmen had come forward to give their evidence.

The CHAIRMAN: I should like to add that the Commissioners, in going from town to town, must not be supposed to go about to promote any particular system. We are simply directed by the Commission of the late Lieut.-Governor to inquire into the matter in all those respects which I indicated in my opening remarks to-day. I hope the people in Peel will not suppose that we have come here to-day as faddists to push particular views which we have at heart, contrary to the feelings of the people. We have come to inquire what are the views of the people, and how far the parents desire that their children should share in the education which it certainly being given throughout the British Islands at the present time. We have done the best we could do to ascertain what is the feeling of the people on these subjects, and what we have gathered will guide us greatly in the conclusions to which we may come.

The Commission then adjourned.

The Commission appointed by the Lieut.-Governor to inquire as to the need for increased facilities for higher and technical education in the Island, and the best means for providing it, held a further sitting to-day. The Lord Bishop (Chairman of the Commission) presided, and there were also present Mr G. Drinkwater, J.P., the Rev. F. B. Walters, M.A., Mr J. W. Rymer, B.A., Mr A. W. Moore, H K., Mr J. Joughin, H.K., and the Secretary (Mr R. Garside).

Mr A. Barthelemy, the head-master of the Douglas Grammar School, was the only witness examined at this sitting.

1383.—The CHAIRMAN (to witness): In pursuance of a resolution which the Commissioners passed at their last meeting, and of which you have been informed, you are here this morning to give evidence in regard to the Douglas Grammar School?

Witness: Yes.

1384.—The CHAIRMAN: Is the position of this school legalized, or is it not

Witness: I think it is not legalized. I have heard that it is not.

1385.—The CHAIRMAN: Are you aware that a sum of £500, under the St. Matthew's Church Act, comes to the school on condition of its position being legalized?

1386.—Mr A. W. MOORE: After the death of the present Vicar?

1387.—The CHAIRMAN: After the next vacancy. (To witness): Are you aware of this matter?

Witness: I have been advised that it will not be available for the Grammar School as it stands.

1388.—The CHAIRMAN: How many scholars have you in the Grammar School?

Witness: 41.

The CHAIRMAN: Has the number risen?

Witness: From 26.

The CHAIRMAN: Lately?

Witness: When I took the school there were 26, two being the sons of the head master whom I succeeded. The number has since risen from 26 to 41.

1389.—Mr DRINKWATER: How long have you been the head master?

Witness: Since May, 1895.

1390.—The CHAIRMAN: What is the total number of scholars that could receive instruction in the school?

Witness: I had a measurement of the rooms taken yesterday, and I f und that the schoolroom measured 42 by 20 feet

1391.—The CHAIRMAN: How many children will it accommodate?

Witness: I do not know what the regulations are in regard to space.

1392.—The Secretary (Mr Garside): What floor space have you?

Witness: 42 by 20 feet.

The Secretary: That is accommodation for 84 scholars.

Witness: Since I have been acquainted with the school, there have been 87 present at one time.

1393.—The CHAIRMAN: You say you have only half the number of scholars the school will accommodate?

Witness: There are, beside the main schoolroom, two class rooms, one being 21 feet by 19.

The Secretary: That will accommodate 40 scholars.

Witness: The other is 20 feet by 15.

The Secretary: That will accommodate 30.

1394.—The CHAIRMAN: Then you say that at present there are 41 scholars, that the main school can accommodate double that number, and that you have two class rooms, one of which will accommodate 40 and the other 30?

Witness: Yes.

1395.—The CHAIRMAN: Do you regard the school as a private venture?

Witness: I must do so now. I was under the impression that it was a legalized grammar school.

1396.—The CHAIRMAN: Let us revert to what you stated at the beginning of your evidence. You are advised that its position is not legalized.

Witness: I am advised it is not a legalized grammar school.

1397.—The CHAIRMAN: Is there not a clause in Mrs Hall's will whereby the property might be alienated in case of certain conditions not being fulfilled?

Witness: I am not fully acquainted with the conditions, but I am under the impression that the property might be alienated.

1398.—The CHAIRMAN: Then you are in this difficulty with regard to the grammar school, that, if certain conditions are not fulfilled, the property may be alienated so far as it is affected by Mrs Hall's will?

Witness: Only a certain amount of endowment, not the school building.

The CHAIRMAN: Not the head master's house?

Witness: No, only the sum of £500.

1399.—The CHAIRMAN: There is £500 in prospect under St. Matthew's Act, which will not come to you unless the school is legalized.

Witness: I am advised that is so.

The Secretary, at the request of the Chairman, here read the following extracts from Mrs Francis Amelia Hall's will:—

I leave, devise, and bequeath unto the Vicar-General of this Island, the High-bailiff of Douglas, and the incumbent of St. Thomas' Church, in the same town, and to their several successors in the said offices, and their assignees, all and singular, that and those premises, dwelling-house, school and large playground, called the Douglas Grammar School, situate in Dalton-street, in the said town of Douglas. To have and to hold the same and every part thereof to them and their successors and assignees for ever, hereafter as and for a Grammar School for the said town. And also the sum of £500, which sum is to be invested on good security or in

the purchase of real property, and the interest and annual income thereof to be paid over yearly to the principal of the said school, giving to the said trustees the sole management of the said school, and the appointment of the principal, and making such regulations as they may consider best in reference thereto. Provided always that the doctrines of the Church of England be and form part of the instruction given in the said school. Failing these conditions, the said sum of £500 is to revert to my estate and form part of my residuary estate. Provided further that if, owing to the rapid growth of the said town, a more desirable site could be found for the said school, the said trustees are hereby authorised to sell the said premises and erect suitable premises with the sale of present premises for a grammar school for the said town.

1400.—The CHAIRMAN: Well, you say you have 41 scholars at the present time. Can you give the Commissioners, just briefly, some idea of the curriculum through which you take them? To begin with, you give mathematical instruction?

Witness: Yes.

The CHAIRMAN: And classical?

Witness: Yes. We have one master for each subject—a classical master, a mathematical master, and an assistant mathematical master.

1401.—The CHAIRMAN: Do you teach anything in the way of technical education?

Witness: We have no apparatus for that; we taught chemistry some years ago.

1402.—The CHAIRMAN: Do boys go from this Grammar School to the universities?

Witness: No, the best boys we have generally pass on to King William's College.

1403.—The CHAIRMAN: Then we may regard it as a stepping stone to King William's College?

Witness: Yes.

1404.—The CHAIRMAN: Are there any scholarships to assist the more brilliant scholars to pass from the Grammar School to King William's College?

Witness: Not scholarships at the Grammar School, but scholarships at King William's College are given to successful scholars of the Grammar School.

1405.—The CHAIRMAN: In other words, the ladder is let down from King William's College to the Grammar School?

Witness: That is so.

1406.—The CHAIRMAN: What are your fees?

Witness: They were two guineas per quarter exclusive of books, but as this arrangement seemed to give annoyance to parents, I made the fee inclusive.

Rev. F. B. WALTERS: Your fees are about eight guineas a year?

Witness: The charge is rather more. The stationery comes to about 10s.

1407.—The CHAIRMAN: You have told us that, within the past eighteen months, the number of scholars has risen from 26 to 41—looking back, what is the highest number of scholars you remember to have been in attendance at the school?

Witness: 88.

Mr DRINKWATER: When was that?

Witness: In 1885-87. Of course much before that I could not say, as I joined the school in 1881.

1408.—Mr MOORE: Has not the establishment of a Higher Grade School adversely affected the Grammar School?

Witness: No. Only two boys left to go to the Higher Grade School.

The CHAIRMAN: Since the Higher Grade School has been open, you have increased your scholars?

Witness: They have increased rapidly. We had eight new boys last term.

1409.—Mr JOUGHIN: Can you assign any reason for the school falling off in numbers since there was the large attendance you have mentioned?

Witness: No, I cannot.

1410.—The CHAIRMAN: You mean you cannot say whether it was the result of teaching higher subjects in elementary schools, or of the establishment of a Higher Grade School. It could hardly be from the establishment of a Higher Grade School, because you have increased your scholars so recently.

Witness: I think that is because the town has increased so rapidly.

The CHAIRMAN: Is that so? Is the town increasing so rapidly? I do not think the statistics show that.

Witness: I have seen Buck's-road built since I came to Douglas, and a great portion of the upper part of the town.

1411.—Mr MOORE: With regard to instruction in technical subjects, I think you mentioned that chemistry was taught at one time. Was it discontinued from want of funds, or because you had not the teachers?

Witness: No; the same teachers continued in the school. We had not the apparatus. We spent a lot of money, and the boys did not seem to require teaching in this subject.

1412.—Mr DRINKWATER: If there was any demand for teaching chemistry and other similar subjects, you would have no difficulty in providing it?

Witness: No.

Mr MOORE: But you had a difficulty in providing apparatus for teaching chemistry.

Witness: Yes, that was because it was out of our own pockets.

Rev. F. B. WALTERS: As far as King William's College is concerned, I do not care for the candidates for the College dabbling in chemistry.

Mr DRINKWATER: But we have an expensive Higher Grade School, and it is a question whether this school is wanted for the teaching of these subjects.

1413.—The CHAIRMAN: What I want to elicit is whether you have ample room for more scholars to come to you for a classical and mathematical education?

Witness: Yes, there is ample accommodation.

1414.—Mr DRINKWATER: It is merely a matter of fees and demand, what education you give them? If a number of pupils wanted to be taught chemistry, the cost in the way of apparatus would be less?

Witness: Yes.

1415.—The CHAIRMAN: But we have an institution in Douglas with the apparatus.

If you want technical education, demanding expensive apparatus, you have the Higher Grade School, but for classical and mathematical instruction you are prepared to receive a large number of pupils?

Witness: Yes.

1416.—The CHAIRMAN: Do you make application to have the position of your school as a Grammar School legalised?

Witness: If it is in the power of the Commission.

The CHAIRMAN: It is not in our power to legalise it, but it is in our power to recommend to the Tynwald Court that it should be legalised.

Witness: I should certainly be glad if the Commission would make such a recommendation. It seems essential, in respect to Mrs Hall's bequest, that the school should be legalised, and because otherwise we should lose an endowment which would enable us to provide scholarships.

1417.—The CHAIRMAN: You mean you would lose the prospective endowment under the St. Matthew's Church Act?

Witness: Yes.

The CHAIRMAN: That, to my mind, is a most cogent argument.

Mr DRINKWATER: It is the most cogent.

1418.—The CHAIRMAN: To sum up. You have come before us to-day representing that the Douglas Grammar School, so called, has a building capable of accommodating more than double the number now attending; that it is in a highly sanitary condition; that you are prepared to give a classical and mathematical education; and that you may receive £500 as an endowment, if its position as a Grammar School is legalised?

Witness: Yes. I think eighty or ninety is about the number that could be taken, to work the school as it should be worked.

1419.—Rev. F. B. WALTERS: Do you think, if your fees were materially reduced, it would largely increase the number of the scholars?

Witness: I do not think it would.

Rev. F. B. WALTERS: You do not think it a matter of fees?

Witness: I do not.

1420.—The CHAIRMAN: You are of opinion that there is a large number of parents in Douglas who prefer to pay large fees because it makes the school more select?

Witness: Yes, because of the social standing.

1421.—The CHAIRMAN: Have you considerable confidence yourself that the attendance at the school is likely to increase?

Witness: I have.

The CHAIRMAN: I do not think I have any more questions to ask Mr Barthelemy.

1422.—Mr DRINKWATER: Your school has given education to a number of people who have taken a high position in the town, has it not?

Witness: Yes; but of course, I presume, they have gone further on, but the foundation of their education was laid at the Grammar School.

This concluded the sitting

TEACHERS' REPORTS.

Reports compiled by the Teachers of the Isle of Man Elementary Schools.

GENERAL REPORT.

Castletown,
March 23rd, 1896.

Dear Sir,

In response to the wish of the Secondary Education Commission, the Insular Teachers have compiled the following report for their consideration :—

At the request of Mr. Garside, the members of the I.O.M. Teachers' Association met and appointed the following members to act as Local Secretaries :—

1. Douglas—Mr. Leece. 2. Laxey—Mr. G. Preston.
3. Ramsey—Mr. E. Fennah. 4. Peel—Mr. W. Potts.
5. Castletown—Mr. E. T. Shepherd.

These Secretaries convened a meeting of all Teachers in their several districts, and the whole subject was discussed in detail. The Secretaries then met in Douglas, compared their reports, and deputed one of their number to lay the result of their deliberations before a general meeting of the Insular Teachers held February 22nd.

The report was approved, and the teachers of each district who had been selected to give evidence before the Commission were requested to meet again and formulate a report, and to select from among themselves a smaller number to appear as witnesses before the Commission.

At a meeting held in Peel, on February 29th, the following were appointed representatives :—

Mr. T. P. Quayle, B.A., Douglas and Laxey Districts—"Requirements of Urban Population and Navigation."

Mr. E. Fennah—"Ramsey and the North, and Agriculture."

Mr. Hudson, of Foxdale—"Mining"

Mr. Potts, Peel and the West—"Endowments and existing Grammar Schools," "Endowments and Nonconformity," "Peripatetic Teachers," and "Staffing of Schools."

Miss Hodgkinson, Port St. Mary—"Questions affecting Higher Education of Girls and Young Women."

Mr. E. T. Shepherd, Castletown and the South—"Questions affecting Control, Management, and Support of Secondary Schools"; "Demand for Higher Education."

DEMAND FOR HIGHER EDUCATION.

Many of the teachers have taken great pains to test the feeling of the parents on this question; but, generally the results of their inquiries are very indefinite, and, in the main, not very encouraging. In many of the country districts, the parents think but little even of Elementary Education, and show no desire for anything higher.

In this apathy, the teachers do not see any reson for delay in pushing forward schemes for improvement in the educational advantages of those districts. All teachers testify to the difficulty of obtaining definite replies from parents, the plea being that either they do not understand the point, or that they prefer waiting to see what was to be done. The great hesitation shown by many parents proceeded evidently from a fear lest they would have to pay high fees, and also from a fear lest the education rate should be increased. From 2s. 6d. to 10s. a term was about the fee most are prepared to pay—very few indeed going higher.

CONTROL OF SECONDARY EDUCATION.

The teachers are very strongly of opinion that the management and control of Secondary Education should not be in the hands of local committees, but should be controlled either by the Board of Education or by a special central committee, who would co-opt other gentlemen interested in education to assist them in the various districts. They would lay stress on this point—"gentlemen interested in education," as their experience of some of the committees of Elementary Education leads them to think that unless the management of Secondary Education is in the hands of thorough educationists, any scheme of Secondary Education will be hampered and kept at a low standard by the influence of "Rates."

They would respectfully urge that teachers be represented on the Central Committee of Management. This has been done by many of the County Councils of England which have Technical Education Committees, and teachers are appointed by their colleagues to sit on the governing body of the University of Wales.

FINANCE.

It is the opinion of the teachers that if Secondary—including Technical and Industrial—Education is to be developed and made really helpful, the expense connected therewith should be entirely met from the Insular Revenue and not from local rates, their experience being that any increase of the rates would tend to the starving of education.

EDUCATION DISTRICTS.

The teachers suggest the Island being divided into four districts, viz :—

1. Douglas, including Laxey.
2. Peel.
3. Ramsey.
4. Castletown.

DAY SCHOOLS AND HIGHER EDUCATION.

The teachers agree, that under existing circumstances, few day schools could include in their time table any of the subjects to be taught under a Secondary Education scheme, because :—

1. Of the already crowded state of the Elementary School curriculum.
2. Owing to the meagre, and altogether inadequate, staff of many of the schools ; in consequence of which many teachers have to teach several standards in one large class. Reference to some of these glaring inefficiencies in staff will be given at the end.

CENTRES.

Owing to the scattered state of the rural population, the distance between the schools, and the difficulties and the inconveniences of travel, it is evident that, except in and near the towns, it will be impossible to establish central classes to which the older scholars could be sent for special instruction during the day time, as children are in Douglas for wood-work and cookery.

COOKERY.

The teachers consider this subject of such paramount importance, that they would suggest the appointment of a Cookery Mistress in each district, who would visit every school in which girls are taught, and give instruction to all girls above Standard IV. In the towns, the girls could be taught at a centre.

PERIPATETIC TEACHERS.

Save in the teaching of cookery, the teachers consider it inadvisable to appoint peripatetic teachers to give instruction in the day schools. They consider, among other objections, the fact that few schools could provide a separate room in which such a teacher could work.

EVENING CONTINUATION SCHOOLS.

The teachers believe that this must be the chief means by which culture can be brought to bear on the great masses of the people. These should be established in every school district, placed under a duly qualified superintendent, and visited by teachers specially qualified to give instruction in technical and scientific subjects.

It was suggested that to make this movement successful some form of compulsion should be devised whereby young men should attend these classes at stated times (as the Naval Reserve men attend Peel for drill), until they reach the age of 17 or 18. Some such plan is in operation in Germany and Switzerland, but the teachers consider the project impracticable.

They suggest instead, the trial of some plan encouraging youths to continue their studies, and by interesting employers of labour in the matter urge them to take such action in the engagement of employees as to make it to their advantage to utilize every means of self-improvement.

The teachers suggest that Continuation Schools should be open to all day scholars who have passed Standard IV., and to all others of whatever age on payment of a small fee, which might be returned to those who show special progress in their studies, and also returned as a reward for regular attendance.

SUBJECTS SUGGESTED.

Girls.—Cookery, Laundry work, House-wifery, Book-keeping, Type-writing, Short-hand, Dairy work (including Poultry-rearing, Butter-making, and Bee-keeping), and Floriculture.

Boys.—Manual work (Sloyd or English Carpentry), Mechanical Drawing, Cottage Gardening, Mining at Laxey and Foxdale, Agriculture and Navigation in the four towns, French, Mathematics, Shorthand, Type-writing, and Book-keeping.

CENTRAL OR HIGHER GRADE SCHOOLS.

The teachers would welcome the establishment of a Higher Grade School in each of the towns, but do not think that such schools need to be conducted on the lines and according to the fixed curriculum of Organized Science Schools. To make these schools as practicable as possible they suggest that no scholars be admitted until they have passed the six compulsory standards in the Elementary Schools, and that the expenses of their education be partly met :—

1. By payment of a fee by those anxious to benefit by the existence of a Higher Grade School.
2. By the provision of several scholarships open to all the schools in the district.
3. By assisting the winners of scholarships to defray the cost of travel to and from a central school.

Further—The central schools could be utilised for evening classes and as centres for grouping the day-scholars of urban districts for cookery and manual work.

The teachers suggest the formation of a good Technical School, and School of Engineering in Douglas, to which the brighest children of the central schools should be drafted, and from which they might obtain scholarships to take them to the University.

On one point the teachers speak with some diffidence, but it is of considerable importance and worthy the consideration of the Commission.

Many teachers are paid according to the grants earned, *i.e.*, on the number of scholars in average attendance at the schools. Now, if the opening of central schools draw from these schools a number of the oldest and best scholars, the teachers are made to suffer in a double sense through no fault of their own.

(1) By the decrease in numbers; (2) By the withdrawal of their best pupils and the lessening of their chances of passing good examinations. The teachers do not wish to object to anything educationally sound because it may be personally inconvenient, but they think that their interests should be safeguarded, and suggest that some means be adopted for the fixing of their salaries, or of safeguarding them against serious loss.

The teachers feel that any scheme proposed for Secondary (including Technical and Industrial) Education must be but a beginning of a wider and more general scheme; and they would hope that it may be made possible, if not at present, at some future time when secondary education is on a firm basis in the Island, for the brightest and most intelligent children to be assisted from the Elementary schools to the Higher Grade ones, on to the Universities.

They would not advocate an elaborate or finished scheme at present, but an embryo which would develope itself into an elaborate system, as they are of opinion that it will be some little time before the majority of the public will give any scheme of secondary education its decided support; and they think that the starting of a Higher Grade School in each town would probably meet the case at present.

In schools where a plebiscite has been taken, they find a number of parents who are willing to give their children a higher education; and that the greater part of these would prefer a Higher Grade School to a Grammar School—especially if there were a system of scholarships from them to King William's College, and thence to the University.

The following are a few of the cases where schools are most meagrely staffed. They are examples of what is well-nigh the general state of things in the Island (excepting Douglas):—

Ramsey (National)...	1	teacher for	80	.....in	Stands.	V.—VII.
Laxey ,, ...	1	,,	85	.....	,,	IV.—VII.
Rushen (Boys')	1	,,	60	.....	,,	III.—VII.
,, (Girls')	1	,,	72	....	,,	V.—VII.
Port St. Mary) Boys)	1	,,	93	....	,,	II.—IV.
St. Mark's	1	,,	50	(and Infants)	,,	I.—VII.
Santon.....	1	,,	65	.....	,,	III.—VII.

The above examples will show the Commission how it is teachers find the curriculum overcrowded, and are most anxious that if the Commission recommend the teaching of extra subjects in the higher classes of the elementary schools, they will in like manner recommend additional and sufficient staff.

The tables giving the numbers of children taking advantage of a Secondary Education will be forwarded for the Commission's consideration on Friday next. The teachers think that the numbers are most unreliable, as it is so difficult to get an opinion on the point.

The representatives, Miss Hodgkinson, Messrs. Fennah, Hudson, Potts, Quayle, and Shepherd, will be glad to answer any questions relating to the subject matter against their names on page 1.

The teachers will be most willing to render the Commission all the assistance they can.

I am, dear sir, yours truly,

EDWIN T. SHEPHERD,

Hon. Sec. I.O.M. Teachers' Association.

Mr. R. Garside,

Secretary, Commission on Secondary Education.

SOUTHERN DISTRICT.

(CASTLETOWN, SANTON, MALEW, ARBORY, AND RUSHEN.)

CASTLETOWN.

Population, 2,160 (1891).

There is a boys', girls', and infants' school, with averages of 148, 129, and 95 respectively. In the Castletown schools there is no attempt at Secondary Education, chiefly on account of meagre staffing. In boys' school there is a master, certificated assistant, pupil teacher, and a candidate to 153 boys on roll. The parents seem to appreciate the Elementary Education given, and in a great many cases would like something higher, as is shown by the 35 favourable replies received out of 50 letters sent out. The letters were only sent to parents of children in standards v., vi., and vii.

There is a Grammar School, to which but few boys go, probably more than half of whom come from other districts. The scholarships to King William's College form a great attraction to parents; but even the fees of the Grammar School—one guinea per term—are beyond the majority of parents, and, of course, the College is still more out of their reach.

Castletown would form a good centre for a Higher Grade for Castletown, Ballasalla, Santon, and Arbory: but there is great reason to doubt whether the Rushen children would attend such a school. There cannot be said to be any fixed or permanent industries in Castletown, beyond shopkeeping and general trading. Of the boys who recently left the Board School 4 have gone as bakers, 2 as joiners, 2 masons, 2 drapers, 2 office boys, 2 grocers, 1 sailor, 1 printer, 1 teacher, 1 farm servant, and 1 electrical engineer. Several are idle, and find some little occupation in following "golfers."

There are about 100 (50 boys and 50 girls) above standard iv. in Castletown.

The subjects generally desired for boys are joinery, book-keeping, mathematics, drawing, shorthand, science, typewriting, navigation, music, and agriculture (1 for). The subjects for girls are cookery, domestic economy, book-keeping, dressmaking, millinery, typewriting, and shorthand.

Fees—about 6d. a week; some to 10s. per term.

ARBORY.

There seems to be no desire for a higher education here, only two replies having been sent, and these for girls.

SANTON.

Something similar holds here: out of 32 inquiries, seven replies—all girls.

RUSHEN.

Primarily, there would be few attend Castletown as a centre—according to replies received only two would. However there is some desire for a higher education, as there are 71 favourable replies—about one-third of the number of letters sent out. These replies are tabulated as follows:—

Rushen Parochial Boys', 42 replies; Girls', 28: out of 130.
Port St. Mary Boys', 1 reply out of 40.

BOYS.

A goodly number of boys are engaged in the fishing season at Kinsale, and it is generally thought that an Evening Continuation School would be a boon here as elsewhere, as so many of the boys engaged in the fishing idle their time away in the winter season. This class of children could not afford a high fee. The subjects most suitable for them would be woodwork, navigation, agriculture, typewriting, and shorthand.

GIRLS.

Ports Erin and St. Mary being pre-eminently holiday resorts, a practical education in cookery, laundry-work, and housewifery would be a great advantage to the girls. The girls, like the boys, seem to stay at school late in life, comparatively, and attend well when the visiting season is over. Here, again, the Continuation Schools would be very acceptable.

Fees, 4d. to 6d. weekly—few higher.

EDWIN T. SHEPHERD,
Representative of Castletown and the South.

BALLASALLA SCHOOL.

There does not appear to be much desire for a Secondary Education here, except by a few parents, and they rather prefer Technical Education of some kind that would be of assistance to the future work of the children.

Working in wood and iron, agriculture for boys, cooking and laundry work for girls, are regarded as desirable subjects, and could be taken up by peripatetic teachers, or even by the school staff (plus of course an additional assistant).

I should think about six per cent., or about 10 to 12 scholars would take advantage of such teaching (with of course an increase as time went on), with fees from 4d. to 9d.

Our schools would require an additional class-room and more space for playground. Another assistant teacher would of course be necessary, in order to take up the work of such classes.

J. C. QUALTROUGH,
Head Master.

WESTERN DISTRICT.

PEEL, PATRICK, GERMAN, MICHAEL.

The following conclusions and opinions have been collated, after most careful inquiry made in every school in the district, and after conversation with many people whose position, attainments, or practical experience render their opinions of value :—

I. What desire is there for Secondary Education higher than what is given in Elementary schools?

All with whom we have conferred agree that there has hitherto been no demand, and little, if any, expressed desire, for anything higher than the scholars now receive. There is, however, no objection now evident to education, though we frequently hear of cases where parents think that, having passed, say Standard v. or vi., their children have received enough learning, and must now go to work, as "they do not want to make gentlemen of them."

Most of the schools took a plebiscite on this question, but little information of any definiteness or value was obtained.

Parents did not understand what it meant, or they would wait to see what was provided, or they would fall in with what others did, or they would like to know what it would cost, or in the majority of cases they were content with things as they were at present.

The teachers feel that the parents and guardians of the young require educating on this subject, and suggest that means be taken, through the medium of the Press and the platform, to cultivate a healthy public opinion. (1) By pointing out what has been and is being done in England and in foreign countries for the higher education of the young. (2) By showing the practical importance of every youth being taught some branch of technical knowledge in view of the fact that a very large proportion will emigrate to the Colonies, where success depends in so large a measure on what is generally termed "handiness."

We are further agreed that the lack of interest in advanced education is due in a large measure to our insularity, and that such apathy should not be made a bar to the speedy introduction of some well considered scheme of Secondary and Technical Education.

So far, as we can judge, the following numbers indicate roughly the number of parents who could afford to give their children the advantage of an extra year or two at school, and pay, in addition, a small fee :—

Peel Clothworkers' School	45	St. John's	6
,, Wesleyan School	15	Foxdale	6
,, Roman Catholic School	0	Patrick	12
Kirk Michael School	12	Dalby	0
Cronk-y-Voddy..... ...	3		
Total	99		

In the Clothworkers' Boys' School 30 boys out of 120, who brought answers to the queries sent out, were anxious to receive a higher education, but this number was much lowered in the Girls' School.

In the schools the number of scholars in Standards v., vi., vii., and Ex-vii. are—

Peel Clothworkers', Boys	70	Cronk-y-Voddy, Mixed	20
,, ,, Girls	70	St. John's, Mixed..	45
,, Roman Catholic, Mixed	3	Foxdale, Boys	24
,, Wesleyan, Mixed..	37	,, Girls	38
Kirk Michael, Mixed	24	Patrick, Mixed	20
Dalby, Mixed	10		

II. What desire is there for Technical Education?

The same remarks will apply to this as to No. I. Further comment will be made in discussing No. V., dealing with Evening Continuation Schools.

III. What kind of Technical Education would suit boys and girls?

We consider that every girl above Standard iv. in the elementary schools should receive practical instruction in Cookery; and that provision should be made for a wood-work centre in Peel, to which every boy who has passed Standard vi. (or v.) would be drafted for at least two hours instruction every week.

Boys.—Navigation in Peel, Geology and Mining in Foxdale, Agriculture in all the country centres, Book-keeping and Shorthand, Building Construction, and Mechanical Drawing.

Girls.—In the country, Dairy-work (including Butter and Cheese making), Poultry Rearing, Bee-keeping and Floriculture, scientific Dress-making and cutting-out, the use of the Sewing Machine. Cottage Gardening in the country would be a very practical subject, the chief difficulty being the lack of time to teach it in connection with the day schools, especially where the master works almost single-handed.

IV. What would be the best practical means for such education to be bestowed?

In scarcely any school, as at present constructed and staffed, would it be possible, without serious injury to discipline and good progress in the ordinary subjects of instruction, to carry on much, if any, technical work. In few schools is it possible to teach systematically any specific subjects; and work of this kind, if done at all, must perforce be left to the few children themselves who are kept at school after having passed through the standards. In one school (Clothworkers' Boy's), all the boy's above Standard IV. are taught Algebra and Mensuration; and some few scholars are kept long enough at school to enable them to go through all three stages. The teachers suggest that three means be adopted to compass the work of Technical Education:—

(*a*) Peripatetic Teachers.

(*b*) Evening Continuation Schools.

(*c*) Central School or Schools, either at St. John's or Peel, or both places.

(*a*) Peripatetic Teachers.—Under existing conditions these teachers could not be of much use in day schools for teaching extra subjects, partly because of the already overcrowded time-table, and partly because some of the schools have not accommodation for the teaching of a technical subject in separate rooms away from the view and hearing of the other classes. Such accommodation is lacking in Peel National Girls' School, Peel Wesleyan, Peel Roman Catholic, Cronk-y-Voddy, and St. John's.

Peripatetic teachers will be necessary in the case of Evening Continuation Schools and Centres. We beg to suggest that these teachers be specialists in their several subjects, and that they be men and women of approved ability in the art of teaching and discipline.

(*b*) Evening Continuation Schools.—This system seems to be the means by which Technical Education will reach the masses of the people, at least in the country districts; and very great care will be required in the equipment and organisation of such schools, if the experiment is to be attended with success.

We suggest that this district be counted a unit, and that a superintendent be appointed to organise and keep going the different classes in all the Continuation Schools in the district. If this cannot be done, it seems to us that a responsible teacher, working with a local Committee, must be placed over each school, whose duty it will be to see the rooms ready for the itinerant teachers, the registers properly kept, the people of the district kept alive to the provision made ready for them, and generally to supervise everything connected with the practical working of the scheme. Such superintendent may, of course, be qualified to teach one or more subjects himself.

In England, under the Technical Education Committee's of the County Councils, inspectors are appointed to visit all the centres during the evening, and report on the character of the teaching, the nature of the apparatus, &c.

These gentlemen neither teach nor examine, unless specially requested. On their reports grants are awarded.

The Continuation Schools ought to be equipped with all necessary diagrams, specimens, and apparatus. For example—

Peel.—Navigation—model of fully-riggedships, compass, sextant, &c.; magic lantern and slides; diagrams and specimens to illustrate commercial geography. Science—microscope.

Foxdale.—Mining. Well-equipped technical library dealing mainly with geology, mineralogy, and practical mining. Also museum containing rock and other specimens, with microscope and lantern slides for examining sections.

Kirk Michael, &c.—Models or diagrams of latest improved agricultural implements; specimens of bee-hives. Library—Works on agriculture, gardening, bee-keeping, poultry rearing, butter making, &c.

We suggest that the evening continuation schools be opened to scholars in the day schools who have passed Standard vi., as well as to those who are in employment.

(*c*) Central School or Schools.—This means may be worked in two ways. Either by building one large technical school in Peel or St. John's, having a complete staff of its own, or by using the existing buildings after they have been altered and in a measure extended. If one central school be built, the question of a site will have to be considered.

Some teachers consider that St. John's will be more available than Peel. Kirk Michael and Foxdale are in closer communication with St. John's than with Peel, while Peel will suit Patrick, Dalby, and Cronk-y-Voddy children better. So far as railway facilities go, St. John's is certainly the more convenient. Peel has some 900 children on school books, more than the remaining parts of the district put together. Again, Peel has endowments connected with its Mathematical School; it possesses in that school a building available for some purposes, and the site has been purchased for the erection of a new grammar school.

Now, if existing and prospective buildings be used, there will be at St. John's a new school, part of which might be equipped and utilised for technical instruction during the day by peripatetic teachers, and at night by the staff of the Evening Continuation School. At St. John's there is a Wesleyan hall available for technical purposes. The school at Kirk Michael can accommodate one class on special occasions, and, besides, the old school is available.

In Peel, the old Mathematical School could easily be fitted out as a cookery and woodwork centre, open to the upper scholars of all the schools in the town. Provision might also be made in Peel by mixing the boys' and girls' departments, using the present girls' school as a junior school, and the boys as a senior department. By the addition of a wing of two storeys, and slight structural alterations, this building could be made very applicable for many purposes connected with technical instruction.

There would be an attendance of about 140 children in the upper classes, which provides a good working base. There is plenty of ground available for extension. The Cloth-workers' Company are great patrons of technical education, and some few years ago offered a large sum for the erection of a technical school (the plans of which were drawn), but the offer did not meet with a very hearty response, and the scheme fell through.

VII. What addition to the present staff and premises would be required?

We consider that, except in the largest and best staffed schools, no extra work could be undertaken. If technical subjects have to be taught by the day school staff during the ordinary hours, then in each of the smaller schools an assistant (Ex. P.T.), and in the larger a certificated assistant, at least, will be required.

For buildings, the following enlargements willl be required:—

Peel National Boys—Small room enlarged by including a large store-room, and part of a passage.

Peel National Girls—Large new class-room.

Peel Wesleyan Mixed—New class-room.

Foxdale Boys—New room.

Also, St. John's, Cronk-y-Voddy, Dalby, and Patrick will each require a new room.

VIII. What fee would people pay?

No definite answer can be given so long as questions I. and II. evoke such indefinite and hesitating replies. It is evident, however, that the fees must be small. In the Peel schools the fee most commonly mentioned was 2s. 6d. a quarter, though several expressed their willingness to pay to 10s. a quarter.

EVIDENCE FOR FORMATION OF EVENING CONTINUATION SCHOOLS.

In no part of the district has there been any demand lately, and indeed very little manifest interest, and so we have tried to deduce from indirect sources the feeling on this question, and the probability of this movement succeeding. It will always be difficult to maintain interest in systematic evening work on account of—

(1) The late hours of labour.

(2) The fatiguing nature of much of that work.

(3) The distance of some of the farmsteads to available centres.

(4) The conservatism of views and methods among old employers which for the present at any rate will prevent them making any sacrifices on behalf of their employees, and the difficulty of infusing them with any enthusiasm for newer ideas and methods.

Where Evening Schools and classes have been tried, their success has depended upon—

(*a*) The personality of the teacher (*e.g.*, at St. John's, two years ago).

(*b*) The novelty of the thing.

(*c*) Self-interest, and (in a slight degree) compulsion.

All teachers agree that there will be a rush to classes at first if the teacher be popular and the subject new, but that after Christmas the attendances fall away rapidly, and the students show no love or aptitude for steady plodding work. (*c*) Refers particularly to the Science Classes in Mathematics, Physiology, and Hygiene, held in the Clothworkers' Boys' School, especially for pupil teachers, who attend splendidly, but this may be in some measure due to the fact that these subjects are treated as part of their curriculum, and it is to the teacher's interests to secure their certificates.

Kirk Michael.—There has been no night school here for many years at least. The master can obtain a fair number of pupils for the piano and harmonium, and now and then is asked to coach lads in book-keeping. There was a Young Men's Debating Society, which was fairly successful. Several of the farmers' wives and daughters attended classes in butter-making two years ago, but the methods there learned have not, save in one or two exceptional cases, been adopted. This is due—

(1) To the objection to new methods.

(2) The size of the farms is small and not many cattle are kept. This makes farmers hesitate to lay out money on new apparatus or to alter their dairies.

It has been suggested that a central "Creamery" equipped with separators, to which farmers could send their milk (might be established). The present premises are not suited for obtaining the best results either in quantity or quality.

Cronk-y-Voddy.—Nothing in the way of night schools, classes, debating societies, or private teaching, exists here, owing mainly to the scattered population and the distance between the farms.

St. John's.—Night schools have been started several times, but as soon as the novelty wore off the attendance fell almost to zero. The same remark applies to mutual improvement societies.

A Music Class has been in existence for a few years and seems to prosper. The opinion of the teachers and others is that there is no great desire for education for its own sake.

FOXDALE.

There has been no Night School here for ten years, though some young men asked last winter that one might be started. The Village Reading-room is well patronised, but no classes are connected with it.

A Methodist Debating Society has met with a measure of success.

PATRICK.

No Night Classes have been held here, though frequent inquiries have been made of the Schoolmaster. The fees, however, would be so small, and the grants so very uncertain, that at present a Night School could not be made to pay. Mr. Cashin feels sure that if the financial difficulty were overcome that a good Night School could be formed.

The Reading-room has been well attended for six winters, but no lectures or classes have been held. There is a small demand for private teaching.

PEEL.

Several attempts have been made in late years to make provision for art and technical teaching with more or less success. A Chip Carving Class was very largely attended, and three or four of the pupils have kept up the practice of the craft, two at least having exhibited at the Guild. An Art Class, subsidised by Mr. Mylchreest, started fairly well, but after a while, school teachers and two painters were the only members who attended. Mr. Robertson was the teacher, and one wonders that the class was not a greater success. Basket Making has received considerable attention, and something has been done to foster this occupation as a home industry, but not more than six people have continued the work. All the staff of the Clothworkers' School received instruction with the definite object of introducing practical basket-making into the school curriculum. A start was made in the Boys' School, but under pressure of other subjects, and the difficulty of arranging the staff to compass the work satisfactorily, it has not been systematically carried on. The Mathematical School was used for the Basket-making Classes. The teacher was very competent, but lacked the ability to teach a class, and so much valuable time was wasted. It was evident that good work could only be done by arranging the pupils in small classes. The greatest pains were taken to secure the co-operation of the fishermen in this practical work, but without success.

The Cookery Classes at present being held have met with a fair amount of success, but the attendance is not what the practical nature and importance of the work would give one a right to expect. Nor are the classes attended in the main by those who would most benefit by the very practical and excellent teaching given by Miss Wilson.

If this subject is to be profitably taught, it must be begun in the Day Schools, and kept up in the Continuation Schools. This would tend to break down the ignorance and prejudice which bars the way to success.

Three or four years ago Vicar Cowley and Mr. Matthews, of Glenmoar, attempted the teaching of navigation, but the class collapsed for want of interest, as did another formed by Vicar Williams. These gentlemen were all very practical men, though they lacked the skill of imparting knowledge, and they had to contend with two difficulties :—

(1) The old men were unable through want of mathematical knowledge to benefit by much of the teaching. (2) The young men, many of whom had done a fair amount of algebra, showed no interest in the work, and could not be prevailed on to study their future interest by attending the classes. Two winters ago we tried to get together a few young fellows with a view to help them over the mathematical difficulties of elementary navigation, but only one came—a naval instructor—who worked very hard indeed.

The Misses Laughton and Mr. Scallon worked a night class successfully during one winter for older men, but the work was quite rudimentary in character.

Science Classes in mathematics and hygiene (with elementary physiology) have been held in connection with the Clothworkers' Schools. These classes were advertised, and nearly thirty teachers of these schools, the Wesleyan School, and Patrick School, have attended regularly. Only about half-a-dozen outsiders joined the classes, even though the first winter it was made known that all masons, painters, and carpenters who desired help in mensuration, &c., would be welcomed.

No fees were charged. One painter, one sailmaker, and two masons attended.

This winter, the advanced stages of the sciences are being taken, and it is proposed, next winter, to take up Science (subject 1) and Physiography.

The financial difficulty is felt here also, for most certainly the classes do not pay the teacher.

A night school, commenced in October, 1894, by the head assistant of the schools, soon collapsed. A large number attended, but the income was incommensurate with the work attempted.

For three or four years (winters), two debating societies and one choral society have held very successful gatherings. The attendances have been satisfactory, but in the young men's societies, difficulty was experienced in getting the youths either to prepare papers themselves or to speak. Too much reliance has been placed on lectures and essays given by outsiders, or by prominent men in the town.

A library, opened in connection with the Church Young Men's Society, proved that there is some demand for

(1) Books of Travel,
(2) Modern Fiction, and
(3) Popular Science.

Each of the three denominations in Peel opened reading-rooms or young men's clubs during the past winter. These, with the Seamen's Shelter, were well attended, but little interest was shown in the main in solid reading.

The evening papers were glanced at, and the local papers were read, but the leading articles and other matter in the London and provincial dailies and weeklies, and the magazines and denominational journals received scant attention. Most of the time was spent over draughts and parlour games.

We have made careful inquiries among the more thoughtful youths, and find there are about thirty engaged in the carpentry, building, and painting trades, and are assured by some that if good classes (at moderate fees) were started for the teaching of mensuration, building construction, and mechanical drawing, sufficient youths would join to make the venture a success.

WILLIAM POTTS,

Clothworkers' School, Peel.

April 23rd, 1896.

NORTHERN DISTRICT.

RAMSEY, MAUGHOLD, LEZAYRE, BRIDE, ANDREAS, JURBY, BALLAUGH.

General Report.—Respecting the text of the general report submitted by Mr. Shepherd on behalf of the Isle of Man teachers, I have to state that the Northern Association of Teachers is in thorough accord with the contents of that report, it having been prepared by the two Associations of this Island conjointly.

SUPPLEMENT.

The following supplementary report deals specifically with the North only.

DEMAND FOR HIGHER EDUCATION.

Inquiry has been made from all the teachers of the North, and great difficulty has been experienced in arriving at a correct estimate of the number of children desiring Secondary Education in each district, for the following reasons:—(1) Many parents do not understand what is meant and give no reply, either affirmative or negative. (2) Others who partly understand hesitate to reply to questions concerning the subject matter of which they have no experience. Many would probably avail themselves of such advantages when in working order. (3) The information has been obtained mainly from the teachers; the figures (see Table 1) representing in most cases their estimate each for his own school. In one school (Ramsey National) a plebiscite has been taken, of upper Standards (Table 2). In another, the numbers have been estimated on the number of children now attending private schools from that district (Andreas). In another no figures are given (Ramsey Wesleyan), the master stating: "No master is in a position to state anything of the kind. Some have "attempted to do so, but I can be no party to it. How can people know whether they have "a desire to have a thing without first knowing what the thing is, and what it may mean "to them and others?"

CENTRE.

Ramsey is unanimously regarded as the most convenient centre, if any establishment for the purpose of Secondary Education is contemplated, owing to the facilities for reaching it from all parts of the North.

DAY SCHOOLS (ELEMENTARY) AND SECONDARY OR HIGHER EDUCATION.

It is generally agreed that under existing conditions, viz.:—

(1) The already overcrowded state of elementary schools' curriculum;
(2) Irregularity of attendance:
(3) Insufficient staffing of many schools;
(4) Low financial state of many schools, that efficient higher education could not be acquired in the elementary day schools. Many teachers have at present to superintend the whole school, and, in addition, teach and manage a large class. (Table 3).

EVENING CONTINUATION SCHOOLS.

Whilst regarding this as the chief means by which culture can be brought to bear on the great masses of the people, it is somewhat discouraging to note that while attempts to carry on schools of this kind have been made in the past in some districts of the North, they have generally resulted in failure, and the experience thus acquired shows that either some form of compulsion is necessary, or some greater inducements should be held out, to encourage youths to continue their studies. (See General Report).

SUBJECTS.

The subjects suggested included:—

(1) For Girls—Cookery, Laundry-work, Housewifery, Dressmaking, Book-keeping, Typewriting, Shorthand, and Dairywork (including Butter and Cheese making), Poultry-rearing, Bee-culture, and Floriculture.
(2) For Boys—Manual work, Mechanical Drawing, Navigation, Mathematics, Book-keeping, Shorthand, French, and Agriculture (including, (*a*) Agricultural Chemistry, (*b*) Gardening and Horticulture, (*c*) Stock Rearing, (*d*) Land Surveying, Mensuration, and Levelling).

Book-keeping in the North to have special reference to farm accounts, and the Manual work to splicing, morticing, alteration and repairs of farm requisites.

AGRICULTURE.

With regard to the subject most intimately connected with the North of the Island, viz., Agriculture, we have to report, as far as we have been able to gauge the feeling of agriculturists by interviews on the subject, that we regret to find that there is no actual demand for, but at the same time the majority seem favourable to, additional instruction being given, and are generally of opinion that instruction in this subject would benefit agriculture. The following tabulated epitome gives an idea of the general opinion of the leading Agriculturists of the North :—1, Agriculture would benefit by a proper course of instruction on the subject. 2. Such instruction must be practical as well as theoretical. 3. Such instruction should be subsequent to the Elementary Day School career, and should not be commenced before the students were 15 to 16 years of age. 4. That this instruction should not, by any means, be added to the ordinary school curriculum. This was a purely voluntary expression of opinion. 5. That in case of the adoption of an elaborate scheme—*e.g.*, as done by the Cheshire Town Council—one Central Training Institution would suffice for the whole Island if centrally situated. 6. That funds for providing the same should be met from the Insular Revenne, and not by local taxation of the land.

APPENDIX OF TABLES REFERRED TO.

I. Table, showing the estimate number desiring Secondary Education :—

School.	No. of Boys and Girls.	School.	No. of Boys and Girls.
1. Ramsey, National	27	6. Sulby	3 or 4
2. ,, Wesleyan	(?)	7. Ballaugh	3 or 4
3. Lezayre, Dhoor	6	8. Maughold, Central	under 6
4. Andreas Parish	10	9. Dhoon	,, 6
5. Bride	—	10. Lezayre, Parish	,, 6

Considering the status of the parents of the children attending the Ramsey Wesleyan Schools, one would consider these children as likely material for such education, and hence, as a rough estimate, I have no hesitation in stating that the Elementary Schools of the North would supply about 100 children.

II. Table showing plebiscite taken in Ramsey National Schools :—

No. of Inquiries made.	No. of Replies.	No. of Parents desiring Secondary Education.	Not desirous.
69	53	27	26

Of the 27 favourable replies, one was willing to pay 1s. per week, five to pay 6d. per week, three to pay 4d., seven 3d., five 2d., three willing to pay but unable, and three would pay a reasonable charge.

III. Table showing Average Attendance, Staff, and Number in Classes at each School :—

Name of School.	Average in 1895.	Mistress or Master.	Staff Assistants.	Article 68.	Pupil Teachers.	Cand. and Sewing Mistress
Ramsey, National, Boys'..	144 ...	1 (55)...	1 (75)...	— ...	1 (35)...	1
,, ,, Girls'...	119 ...	1 ..	1 ...	— ...	1 ...	... —
,, Wesleyan	(?) ...	1 ...	1 cert...	— ...	1 ...	1
,, Dhoor	64 ...	1 ...	1 ..	— ...	— ...	—
Andreas	60 ...	1 (50)...	— ...	1 (34)...	1 (16)...	—
Ballaugh	92 ...	1 ...	— ...	1 ..	1 ...	—
Bride	63 ...	1 ...	1 ...	— ...	— ..	—
Dhoon	53 ...	1 ...	1 ...	— ...	— ..	1 (s.m.)
Jurby	36 ...	1 ...	1 ...	1 ...	— ...	—
Lezayre	45 ...	1 ...	— ...	1 ...	— ...	—
Maughold	48 ...	1 ...	— ...	— ...	1 ...	1 (s.m.)
St. Jude's	44 ...	1 ...	— ...	— ...	— ...	—
Sulby	66 ...	1 (60)...	— ...	1 (40)...	— ...	—

EDWARD FENNAH,
Hon. Secretary Isle of Man Northern Teachers Association.

EASTERN DISTRICT.

DOUGLAS, BRADDAN, ONCHAN, LONAN, LAXEY.

Parishes of Onchan and Braddan (exclusive of Douglas).

I. (*a*) Onchan.—Employment of parents :—

The parents of 71 children are labourers.
" 49 " artisans and seamen.
" 21 " farmers.
" 16 " teachers, clerks, &c.
" 13 " shopkeepers.

(*b*) Braddan.—The population is almost entirely agricultural.

II. There are no private venture schools in these parishes.

III. No secondary subject or manual work is taken in any of the four elementary schools.

IV. Number on Register :—

	School.	Boys.	Girls.	Total.
Braddan	(1) Parochial Board	59	60	119
	(2) Kewaigue Board	53	36	89
	(3) Baldwin Board	50	50	100
	Onchan Board	87	83	170

V. Return of children in Standards V.—VII. :—

School.	Boys.	Girls.	Total.
Onchan Board	25	27	52
Braddan Parish	(?)	(?)	24
" Kewaigue	6	8	14
" Baldwin	14	7	21

VI. Return of children left to go to work during year ended May 31st, 1895.

(*a*) Onchan :—

Boys.	Girls.
2 became pupil teachers.	3 became dressmakers.
4 " labourers.	2 work on farms.
1 " a joiner.	
1 " a clerk	
1 " a hair dresser.	
1 " a draper.	
1 " a butcher.	
Total... 11	Total... 5

(*b*) 1. Braddan Parish (no return).
2. Kewaigue, ; total 16. All work on farms.
3. Baldwin, five boys, all working on farms ; three girls employed at home ; one employed as dressmaker ; and one as domestic servant.

VII. Number of children who are likely to take up higher education if opportunities were offered :—

Onchan ..... 18 children.
Braddan Parish ..... (no return)
" Kewaigue ..... None.
" Baldwin ..... 34 "

VIII. Fee for Higher Education not to exceed one shilling per week.

IX. Subjects of Higher Education proposed :—

(*a*) For Males : Agriculture, Chemistry, Engineering, Navigation.
(*b*) Females : Cookery and Domestic Economy.

Note 1.—Douglas would be a convenient centre for instruction.

Note 2.—In the school district of Baldwin (including the Onchan Abbey Lands, and the north end of Marown) efforts were made to canvas the opinions of the people by several different methods, and a general desire was expressed for higher education, especially for boys from 14 to 16 years of age.

Note 3.—No statistics have been collected for the town of Douglas for this report.

Note 4. Applications made by the representatives to the head teacher of Braddan Parish School were met by a refusal, on the ground that a return had been made to the Secretary of the Education Commission.

THOMAS PHILIP QUAYLE, B.A.,

Representative of the Douglas and Laxey District.

Parish of Lonan (including Laxey).

I. Population, 2,970 (1891), of whom about two-thirds are included in the village district.

II. There are three elementary schools (none of which take up any secondary subjects or manual work), viz :—

Laxey Glen National, average attendance (1894-95)	273
South Cape Board ,, ,, ,,	114
Ballagawne Board ,, ,, ,,	69
	456

(There are no private adventure schools).

III. Local Industries.—(*a*) Mining, quarrying ; (*b*) Agriculture ; (*c*) Labouring, lodging-houses, eating-houses, &c.

IV. Return of children who left school during year ending June 30th, 1895 :—

BOYS.

Occupation.	Laxey National	South Cape Board.	Ballagawne Board.	Total.
Mining	1	3	0	4
Farming	6	3	0	9
Labourer	2	2	0	4
Grocer or Draper	0	2	0	2
Joiner	1	1	0	2
Sailor	0	1	0	1
Ironmonger	1	0	0	1
Telegraph Boy	0	1	0	1
Gardener	1	0	0	1
Miller	1	0	0	1
No employment	4	3	0	7
	17	16	0 Total..	33

GIRLS.

Domestic Service	5	1	0	6
Dressmaking	1	0	0	1
Teacher	1	0	0	1
Factory	1	0	0	1
Employed at home	10	4	0	14
	18	5	0 Total...	23

V. Return of children in Fifth Standard and over :—

School.	Boys.	Girls.	Total.
Laxey National	47	39	86
South Cape Board	18	14	32
Ballagawne	7	9	16
Total	72	62	134

N.B.—Two boys and one girl have to attend the Higher Grade, Douglas.

VI. The number of children whose parents could afford to keep them at a Secondary School up to 15 or 16 years, even at the most moderate fee, say 6d. a week, is very small; perhaps 50. The number who would actually avail themselves of such, if provided, would be still smaller, probably not more than 25 at first; but it would, in some extent, depend upon whether provided in the district or outside.

VII. Desirable subjects for day and evening continuation classes :—

(*a*) Day (in connection with schools) :—Agricultural (or chemistry) and manual training (wood-work or other) for boys; cookery and domestic economy for girls. Central classes for the children of the three schools (*x*).

(*b*) Evening Continuation :—The above, with the addition of drawing, mining, and book-keeping for boys; and laundry-work for girls.

(*x*) Accommodation would have to be provided, the most convenient and central place being at or near the South Cape School, where cookery and joinery rooms could be built in the present yards, or the latter subject might be taken at the Working Men's Institute, New Road

Note.—There is no widespread desire at present for Secondary or Industrial Education; but if classes were established experimentally, the demand for them would doubtless grow.

In Table IV. there is no return for Ballagawne Board School, but it is estimated that about one-third go to farm work, and the remainder into shops, trades, &c.

MR. J. E. LEECE'S REPORT.

Douglas, June, 1896.

Need for Secondary Education for Pupil Teachers.

In my opinion a very important branch of Secondary Education is the efficient training of the pupil teachers in our elementary schools. In all large centres of population in England pupil teachers have exceptional advantages for acquiring an education suitable to the important nature of their work. The consequence is that country pupil teachers, and those in towns where no special provision is made for their education, labour under great disadvantages, and frequently fail to pass the final or Queen's Scholarship examination. The curriculum for this examination consists of certain subjects which are compulsory, and others which are optional. By taking the optional subjects, well favoured pupil teachers, naturally not more intelligent, gain extra marks, which give them an advantage over their less favoured brethren, in the shape of admission to a training college.

The Douglas School Committee have recently established central classes for the training of their pupil teachers, and in addition send them to special classes for Art, Science, and French. The pupil teachers in voluntary schools are debarred from attending these central classes, but may attend the Art, Science, and French class, on the payment of a certain fee.

In the case of Board pupil teachers the ratepayers pay one-half of this fee. The managers and teachers of voluntary schools think it most unfair that their pupil teachers should be compelled to pay the full amount, seeing that voluntary pupil teachers do at least equal work in the interest of the ratepayer and his child as the Board pupil teachers.

In any scheme for procuring Secondary Education for pupil teachers, voluntary managers and teachers claim equality in financial matters with Board schools.

The Bill at present before the Imperial Parliament settles once and for ever the fact that the elementary educational system of this country is to be a dual system, and that the two component parts of this system are to be treated, theoretically at least, as if they were alike worthy of the nation's respect and support.

I am in favour of an independent authority such as the Board of Education to look after the training of pupil teachers in both kinds of schools, so that the Board and voluntary systems may work together in harmony for the welfare of our Island home.

Further, I am of opinion that arrangements should be made whereby pupil teachers serving their apprenticeship in the country could attend the Education Board's centre once or twice a week.

Not until such a scheme is carried out will we do justice all round, and the community as a whole receive the benefit of the large sums it is paying for education.

Cookery and Manual Training in all Voluntary Schools I regard as branches of Secondary Education. Both these subjects are at present taught to the upper children in our Board Schools. Those ratepayers who from necessity or choice send their children to the voluntary school with which I am connected must forego the benefit of the training of their children in these subjects. I contend that equal treatment should be meted out to all schools patronized by the ratepayers until those who support the Board system are prepared to find accommodation for all our children, or until the ratepayer obtains the privilege of paying his Education Rate into a Voluntary or School Board fund.

The Need of a Suitable Text Dealing with the Geography, History, &c., of the Island.

Although the fifth question on the summonses sent to witnesses asks whether a literary education would be best suited to any particular district, I do not know whether the subject, about which I now propose to speak, comes directly within the scope of this inquiry. However, with the permission of the Commissioners, I would like to ventilate a subject which has occupied my thoughts for some time past.

As a Manxman, and as a teacher in a Manx school, I think a suitable text dealing with the geography, history, and constitution of the Island; the life and duties of the Manx citizen; short biographies of Manx worthies; a collection of the best poems relating to the Island, or written by Manxmen; together with other kindred subjects, should be written for the use of upper standard children in our elementary schools, and pupils in evening continuation and secondary schools. Owing to the limited circulation, consequent upon the size of the Island, such a work would have to be subsidized by the Education Board. The risk at present connected with its publication is doubtless the cause of such a text-book being non-existent.

I am not in a position to say what subjects of instruction would best meet the wishes of parents in towns; but having been master of a country school for eight years, I am strongly of opinion that instruction in the various branches of agriculture *must* be the subject for country schools. Our Island is peculiarly circumstanced with regard to the provision we can make for the welfare of our sons and daughters. There are no staple industries worthy of the name—barring agriculture and catering for our summer visitors. Here, at least, is some opening for an enterprising community. After several years of careful training in the most approved methods of dairy-farming, poultry-rearing, fruit-culture, timber-growing, bee-keeping, cattle-rearing, and scientific farming generally, I see no valid reason why our Manx farmers and market gardeners should not supply all the farm produce consumed by our visitors, to say nothing of exportation. Those who are interested in the social welfare of our people, have viewed with regret the depopulation of our country parishes. By making life more pleasant in the country districts, by building better houses for the labourers, and by giving our country brethren some of the benefits of town life, we may in time see a return of the people to the soil. Good schools, where sound agricultural principles are carefully taught by a thoroughly qualified peripatetic teacher, or otherwise, are necessary in our Island. The Island, and not the parishes, should pay the cost, on the same principle that the Post-office now collects and delivers letters in sparsely populated districts.

The Institution of Scholarships, and the Best Means of Applying them for any of the Purposes of Higher Education.

I favour a plan of attaching to each school a system of leaving exhibitions assignable as the managers and teachers may in each case decide. One per cent. per annum to each school, I would consider, a fair proportion of children entitled to a scholarship. This for Douglas would mean 30 per annum, and as the course would probably extend three years, it would mean 90 children at the Higher Grade or some other Secondary School. Scholarships should be bestowed preferentially upon the children of parents whose circumstances would not otherwise warrant the continuance of their children at school. The papers set at examinations for leaving exhibitions from public elementary schools to secondary schools, should be strictly confined to the subjects obligatory in elementary schools, together with one additional class subject. Precaution should be taken, as far as possible, in order to render abortive any practice of paying for the special tuition of competitors.

COMPARATIVE COST OF BOARD AND VOLUNTARY SCHOOLS IN DOUGLAS.

(*a*) Name of School. (*b*) Average Attendance. (*c*) Amount of Expenditure. (*d*) Average Expenditure per Child.

(*a*)	(*b*)	(*c*)	(*d*)
Tynwald-street Board ...	586	£1,452 16 7½	£2 9 7
Hanover-street ,, ...	758	1,759 8 0½	2 6 5
Park-road ,, ...	212	1,108 2 5	5 4 6½
Athol-street ,, ...	448	1,128 14 7	2 10 4½
	2,004	£5,449 1 8	£12 10 11
St. Thomas' Voluntary...	140	£283 18 8	£2 0 6½
St. Mary's ,, ...	286	845 6 2	2 19 1⅝
Thomas-street ,, ...	363	642 4 1	1 15 4½
Well-road ,, ...	160	179 18 9	1 2 5⅞
	949	£1,951 7 8	£7 17 6¼

JOSEPH E. LEECE,

St. Thomas' School.

MR. G. WHITTAKER'S REPORT.

Douglas Evening Continuation Schools.

Mr. Garside.

Dear Sir,—The following are the statistics of the Tynwald-street Evening Continuation School for Session ended April 30th, 1895, as given before the Secondary Education Commission.

Number on registers, 86. Average attendance, 39. Average attendance of day school boys, 13. Subjects taken: Writing, Arithmetic, Mensuration, Book-keeping, Elementary Science, Shorthand, Drawing.

Number of Scholars between 14—15	16
,, ,, ,, 15—16	24
,, ,, ,, 16—17	15
,, ,, ,, 17—18	9
,, ,, ,, 18—19	8
,, ,, ,, 19—20	3
,, ,, ,, 20—21	4
,, Over 21	7
Total	86

Number of Scholars who took two subjects	6
,, ,, ,, three ,,	54
,, ,, ,, four ,,	23
,, ,, ,, five ,,	3
	86

Fees.—2d. per week for elementary subjects; 4d. per week for all other subjects.

Amount of Fees for Session	£7 7 4
Amount of Grant for Session	31 13 6
Bonus from School Committee	5 0 0

Fuel, light, and cleaning defrayed by the School Committee.

The above sums constitute the teachers' stipend.

Boys from the day school (Standard V. and upwards) were allowed to attend if they desired.

I am, yours truly,

GEORGE WHITTAKER.

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